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1926

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A HAPPY NEW YEAR

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History of England

BY

George Macaulay Trevelyan

MR. TREVELYAN'S new history of England resembles none of its predecessors and marks the advance which has been made since John Richard Green was the idol of student, teacher, and the casual reader. If one could define Mr. Trevelyan's method in a comprehensive phrase, one would be tempted to call it interpretation based on recent research. He recognizes that the solid historical material of the past twenty years is chiefly for specialists and will be mastered by no one else. He appears to feel, also, that the results of historical research, when stated scientifically, may be very dull.

So he presents us with a scholarly and interesting narrative—the grand-nephew of Macaulay could scarcely be prosy—laying stress upon the racial origins of the British people, their institutions, and the epochs that really illustrate their history rather than the conventional dates of sovereigns' reigns, wars, and political upheavals of various sorts. The necessary dates are printed on the margins, the very best place for them, because to memorize history in tabular form destroys its usefulness and charm and renders it tedious. The critics of all shades praise the book with sober sincerity.—"Willison's Monthly."

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No. 1

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THE Christmas holidays are past, and we have entered January, 1927. We wish all our readers a very Happy and Prosperous New Year—a year of increased joy and happiness, filled with every good thing. May it be for every one of us a year of greater achievement, of increased service and usefulness. May it also be a year of record accomplishment for our Federation, as the result of a deepened sense of our loyalty to one another and to the whole profession. We enter the New Year with high hopes, with an optimism based upon faith in ourselves and in our aims and ideals. Let us determine that our hopes shall be realized and our optimism justified—and that can be only as each member gives himself unstintingly for the benefit of the organization.

We have been passing through one of the brightest and most joyous seasons of the year—that season when self is submerged, and when we think more consciously of others and extend warm-hearted greetings and good wishes; that time especially in the year when we wish one another "good luck!" May that wish proceed in all sincerity from our hearts at the beginning of another year. Here is an appropriate message from the last chapter of "Your Business," by J. Frederick Sanders:

"We are all swimmers in the race of life, some swimming with, and others against, the current, but we are all conscious of stress and strain, and can thoroughly appreciate a kindly word of cheer. The man who cannot rejoice over another's success is unlikely to succeed himself. . . .

He who blesses another blesses himself. He who sincerely wishes another "good luck" is also drawing it to himself. The spirit that rejoices in another's success is born in the highlands of life, and he who possesses it is drawn naturally and inevitably in that direction. . . .

"You are daily creating your own luck, making it good or bad according to your habits of thought. From the reaction of your own thoughts you cannot possibly escape. What you attribute to others, and read into others, and wish for others, is being stored up in your own nature. . . . Hence you should always wish for others what you would gladly receive yourself. If you wish to be happy, then cherish the wish that others may be happy. . . . If you wish to gain success, cherish the hope that others will also be successful. The measure of your heart's desire and deepest feeling for others is that which regulates your own well-being.

"If you are desirous of drawing into your own life strength, happiness, contentment, success, and good luck, then cherish big-heartedness, kindly, generous feeling towards all you know, and as you think of them send out the greeting "God speed you. More power to you. Good luck."

The Annual Meeting

We urge upon the Locals the vital importance of preparing at once for the forthcoming Annual Meeting of the Manitoba Teachers' Federation in Winnipeg during Easter week. Easter Day falls on April 17th this year. Every effort should be made now to bring the membership of the Locals up to full strength in order that each may be properly represented at that meeting. Section 3, of Article 4, of the Constitution reads:

"Each Local Association shall be entitled to be represented by one delegate for a membership of ten (10) to twenty-five (25), and shall be entitled to one other representative for each additional twenty-five (25) members or fraction thereof; provided that two Locals in the same Federation District may unite in sending one delegate should the membership of each fall below ten."

See that you secure the maximum representation! Not only is the work of the Federation year reported upon and discussed; but important business which materially affects the welfare of the profession and of the Federation is transacted. The decisions made ought to be the outcome of the considered judgment of as representative a body as possible.

The matter of nominations for district representatives on the Provincial Executive should also receive careful attention. Delegates should go to the Annual Meeting with definite instructions, so that they may be able to carry out the wishes of those whom they represent. Past experience would seem to indicate, in some instances at least, that the nomination of representatives has been done in a haphazard fashion.

Each year resolutions are submitted to the Annual Meeting. These should deal with questions of moment only, and much thought and the exercise of good judgment are highly desirable in this connection. Time—valuable time—will be saved, if this is borne in mind. Last Easter, some twenty-three resolutions were sent in. Nineteen actually were brought forward by the Resolutions Committee, and one of these was not voted on, because it dealt with what has always been recognized as a fundamental of the Federation. We desire to point out also that when a resolution is before the meeting the representatives of the Local which submitted it are expected to speak in support of it. This responsibility and duty has not infrequently been shirked. We wish to emphasize the fact that if a resolution is worth sending in and worth the time necessary for its consideration, then it is worth supporting. There should be no "orphan" resolutions; and we have no doubt that the Locals will attend to this matter. The wording of resolutions should be done with great care, so that there may be no ambiguity or obscurity; and there is no reason for awkwardness or indifferent phraseology. Once a resolution is carried, it must stand as it is; and

whenever it is quoted in the future, the form must remain unchanged, whether it be well worded or poorly worded.

Dominion Registration

In this issue is published the report on Dominion Registration as it was presented at the Charlottetown Conference of the Canadian Teachers' Federation. The Locals are earnestly requested to study this report and the proposal it advocates, so that their delegates may contribute to the discussion which will take place at Easter, and so that the whole question may be looked at thoroughly from every point of view. The Manitoba delegates to the next Annual Convention of the C.T.F. will have to deal with the proposed scheme, and they will be guided by the expressed opinion of our Annual Meeting. We are very glad to note that the Dauphin Local has already given one meeting to the C.T.F. Year Book, when Dominion Registration was discussed. The next meeting of that Local will be devoted to a further consideration of the matter. This is the right way to do things, and it is our duty to give such proposals the time and thought their importance merits.

Dauphin School Burned

It was with a sense of personal loss that hundreds of former students and teachers in the Dauphin schools learned that the Mackenzie School had been destroyed by fire on the morning of Dec. 12th.

The largest of the four schools, situated one block from the main business street, its destruction will make a big gap in the town itself.

Students of the Collegiate Institute as well as the members of the staff will suffer great inconvenience on account of the loss of treasured and painfully compiled notebooks.

But there is a silver lining to every cloud, and as it is well known that Dauphin School Board and Dauphin citizens take legitimate pride in their schools, it may be expected that before many months go by two larger, more up-to-date, and better equipped schools will take the place of the one recently destroyed.

Ring out, wild bells, to the wild sky,
The flying cloud, the frosty light;
The year is dying in the night;
Ring out wild bells, and let him die.

Ring out the old, ring in the new,
Ring happy bells, across the snow;
The year is going, let him go;
Ring out the false, ring in the true.

—Tennyson.

Research Work in Education

IN recent issues of the B.C. Teacher it has been earnestly urged that an important activity of the British Columbia Teachers' Federation for this year should be "Research Work in Education." At the invitation of the Executive, **Dr. G. M. Weir, of the University of British Columbia**, has contributed to the November issue of the magazine an article brimful of helpful suggestions, which should inspire a similar movement in every province of the Dominion. The problems confronting educational authorities are in most cases the same all over the country, and Professor Weir makes many stimulating and illuminating comments upon the general situation. The following quotations give some idea of the open mind with which he approaches such important problems as the Junior High School, Curriculum Reconstruction, Practical Utility of Subjects, Ungraded School Curriculum, Supervised Study and Retardation. In most instances "Manitoba" may be substituted for "British Columbia."

The Junior High School

"The proposal to adopt the intermediate or junior high school as an integral part of our educational system has apparently met with considerable approval in various sections of the Province. Judging from present indications, concrete action in junior high school organization may be taken by the educational authorities at an early date. Certain prerequisites, however, to such organization, should, in my opinion, be seriously considered. The spirit, organization, curricula, and methods of administration of the junior high school, as it exists on this continent, are well understood by a number of our educational leaders; but, so far, little preliminary preparation of an official nature has been made for the incorporation of this institution in the British Columbia school system. We can learn a great deal from British and American standards and practices, but considerable adaptation of new institutions to Canadian conditions must obviously be made if the most desirable results are to accrue. So far as I am aware, no concerted, scientific study has yet been made in British Columbia, of the prime requisite for successful junior high school organization, namely, the curriculum. Special teachers will be required for junior high school positions, but specialists in what? What, for instance, will be the nature and extent of the courses in junior high school English, Mathematics, or the Social Sciences? The local educational authorities should, in my opinion, enjoy considerable latitude in adapting curricula to community needs, but it also appears advisable to draft a junior high school curriculum as a pattern or guide for the general Provincial organization. Such a curriculum, issued by the Provincial Department

of Education, should, in my judgment, contain the core or outline of the required and optional courses in the junior high school grades along with suggestions as to desirable deviations or additions that might be made by the local authorities to meet the immediate needs of the community concerned. The adoption of such a curriculum would also necessitate the revision of the present elementary school, high school, and professional school curricula in British Columbia, and obviously should be preceded by a large amount of careful research in the field of curriculum-building.

Curriculum Reconstruction.

"A curriculum is a means to an end, and, from the very nature of the case, should never become fixed or static. No curriculum, however good when organized, can prove satisfactory for a long period. To be vital a curriculum must be more or less in a state of flux. It must remain subject to modification in response to changing life conditions, if it is to serve socially useful ends. Scientific studies, still in their infancy, in the field of curriculum-making seek to discover that content which possesses the greatest functional value as determined by specific educational objectives and life activities. During the next ten years, the scientific determination of specific educational objectives, as a groundwork of curricular reconstruction, promises to assume the corresponding place of importance in the pedagogical field as standardized tests and measurements have occupied in the past decade. The so-called method of "arm-chair analysis" by which a few schoolmen resolve the educational field into its logical elements—often on the basis of the formal disciplinary value of studies and transfer of training—is rapidly being discarded as unscientific. Comprehensive and indefinite aims of a non-analytic character—such as citizenship, mental power, culture—are yielding place to a particularization of educational objectives. The method of so-called "job-analysis," in which a job or activity is observed and its elements listed as partial determiners of the content of the proposed curriculum is gradually being adopted. Controlled observation of life needs and activities is taking the place of mere opinion and empirical judgment in the process of curriculum-construction. The charge of utilitarianism may be levelled at the new method by the so-called "culture-advocates," but it is doubtful if this charge has any real validity. Furthermore, the entire onus of responsibility in the work of curriculum-building should not be placed solely on our Provincial Departments of Education. The teaching profession also has a duty in this connection and, as previously stated, is probably best equipped to make the most effective contribution. Professor Bobbitt enlisted the services of

1,500 graduate students of the University of Chicago and of nearly 1,200 high school teachers of Los Angeles in his curriculum investigations. The teachers of British Columbia, in assisting the central research committee, have, therefore, a precedent and example worthy of emulation.

The following case is cited as an example of the relative proportions of teaching units spent upon different subjects in one of the larger high schools of British Columbia. This school is ably administered and efficiently staffed. The question at once arises: Do the exigencies of the curriculum demand that an undue proportion of time (over 50 per cent.) be devoted to mathematics and foreign languages in comparison, for instance, with the English subjects? The proportions of teaching units are as follows:

Mathematics, 26%; French, 14%; English, 14%; Latin, 10.4%; Chemistry, 8.1%; History, 7%; Manual Training, 4%; Sewing, 4%; Physics, 2.7%; Drawing, 2%; General Science, 1.5%; Geography, 1.25%; Greek, 1.25%; Physical Training, .50%. Study periods account for the rest of the time.

Content of the Curriculum.

"Questions as to content of the curriculum also arise. What proportion of the content of mathematics, for instance, is comparatively obsolete in the light of modern objectives and socially useful ends? Does this allegedly obsolete material hold its place by virtue of traditional allegiance to the doctrine of formal discipline and, if so, is such allegiance sufficient justification for its retention? What should be the nature of a unified course in junior high school mathematics? Is too much time spent in teaching oriental, ancient, and mediaeval history to the alleged neglect of twentieth century social and civic problems? It is generally admitted that the junior high school is especially adapted for the introduction of the social sciences—a unified course including history, geography, civics, elementary economics and sociology. Might a course in the social sciences merit a place in the junior high school curriculum if much of the unimportant material now being taught were discarded? Should the high school student be taught the elements of such large social issues as immigration problems, problems of illiteracy, co-operative marketing, credit facilities for marketing, simple problems relating to hours, wages, profits, strikes, and similar topics? Is too large a proportion of our history texts of political and militaristic rather than sociological content? Studies made by Rugg in the United States, indicate that the content of American School histories is dominantly politico-militaristic. Is the same true of British Columbia, and, if so, in what proportions should the emphasis be distributed on the sociological, political, and militaristic? Rugg also believes that knowledge gained by the high school student about sociological issues will later be translated into tendencies to act intelligently upon them. In this

respect, at least, is there a probable transfer of training? Finally, to what extent are suitable textbooks in history procurable? Can the schoolmen of the Province prepare suitable texts?

Household Science.

"The place of domestic science in the curriculum is also to the forefront in British Columbia today. Bobbit states that "nothing should be done by the schools that can be sufficiently well accomplished through the normal processes of living." Is household science merely an art that requires nothing for its proper exercise beyond the practice obtained or obtainable in the average home? By analogy it might be stated that the home teaches, or should teach, the care of the health and other hygienic matters, but we still need the specific instruction in health problems by medical schools. Also the homes should teach the ordinary principles of moral living, but the church also will probably continue to supply moral and religious instruction. Admitting, then, that domestic science has a place in the curriculum, what emphasis should be placed upon this subject in the elementary, intermediate, and high schools of British Columbia? To what extent should these schools supplement and make scientific the instruction given in the home?

Practical Utility of Subjects.

"Again, should courses in Latin or Algebra, for instance, be required as a prerequisite for graduation from our high schools, and, if so, what should be the content of these courses? From the viewpoint of future life needs—and forgetting alleged formal disciplinary values—what percentage of our future citizens will ever be required to use, for instance, the quadratic equation in their ordinary life activities? Probably those entering the teaching or engineering professions will find a knowledge of quadratics essential, but should a majority of students be required to study these subjects because a few may find some practical or vocational use for them in later life? Is the following dictum of Bobbitt sound: 'Never will a subject be placed in general training for all persons simply because it is of specialized value for certain occupations.'

Ungraded School Curriculum.

"Another question of considerable importance emerges in connection with curriculum reconstruction: Is it advisable or feasible to reorganize the curriculum for ungraded (one-teacher) rural schools by simplifying and arranging the work now covered in Grades II. to VI. (inclusive) into a three-grade programme, thus making four grades for the elementary ungraded school instead of six? Should such a re-organization place greater stress on the essentials of instruction and simplify the teacher's problems of time allotments and supervised study in the various grades? The research committee might, in my opinion, profitably undertake the investigation of this problem.

A recent issue of the *Elementary School Journal* (September, 1926) points out that American pupils, on completing the eighth grade, do not ordinarily possess such skill in addition and subtraction as social needs apparently demand. This skill was estimated on the basis of the performance of adults who took the tests. On the other hand, it was alleged that the attention given to the division and multiplication of integers and to fractions might be reduced without prejudice to the normal demands of future life activities. Do similar conditions exist in British Columbia, and, if so, what re-organization of the curriculum and methods of teaching might reasonably be adopted?

Again, is undue emphasis placed on objective aids (blocks, splints, etc.), for instance, in the teaching of numbers in the elementary grades? Numbering is probably a way of thinking about things and not with things. Is there a tendency on the part of some teachers to confuse the processes, and, if so, to what extent, if any, on this account, are the curriculum and methods of teaching in need of revision?

Supervised Study in Ungraded Schools.

"The problem of conducting supervised study in the one-teacher ungraded schools of Canada has never been satisfactorily solved. This problem is obviously akin to the question of curriculum simplification, whereby a more effective grouping of classes in such subjects as history, geography, writing, art, spelling, language, and composition may be made possible, thus releasing part of the school day for attention to pupil needs in the light of a scientific study of individual differences in pupils' abilities and attainments. Apart from the problem of teacher-training, how can the elementary curriculum for ungraded, one-teacher schools be so modified as to make conditions favorable for the development of good study habits and a desire to read on the part of the pupils? Teachers in ungraded schools state that they are too pressed for time, owing to the multiplicity of classes, to devote the requisite attention to the important problem of supervised study. Time to teach pupils how to study effectively is also, owing to similar reasons, alleged to be lacking.

Retardation.

"The problem of retardation, or slow progress in the grades, might also be scientifically investigated under the direction of a research committee of the Teachers' Federation. From one to two thousand cases of retardation, selected from representative urban and rural schools, would probably provide sufficient material for a fairly satisfactory evaluation of the chief factors entering into retardation. Close co-operation in this study with the Bureau of Measurements proposed for Vancouver and with the statistical expert in the University of British Columbia, would appear advisable. As a result of this investigation, considerable light might be thrown on such matters as teacher-training, curriculum reconstruction, and supervision of

teachers-in-service. The systematic use of standardized intelligence and achievement tests, involving a moderate financial outlay, would be necessary in a scientific retardation study. This investigation would doubtless have a provincial significance and hence the test material might reasonably be supplied by the municipal authorities concerned and the Provincial Department of Education. On the other hand, the question of preparing standardized tests in history, geography, science, or other subjects for British Columbia schools, might be considered a pre-requisite to the undertaking of a retardation study, if it be decided that the standardized tests now available are inadequate for such an investigation.

"Problems relating to the maximal size of classes, before the law of diminishing returns in efficiency of instruction becomes operative, is of distinct interest to teachers, but probably might best be investigated under the guidance of a bureau of measurements. Questions of efficiency of instruction and materials of courses of study would obviously be important factors in the investigation of problems relating to the size of classes.

"In conclusion, I desire to commend the zeal of the Executive of the Provincial Teachers' Federation in undertaking to conduct educational research. The interests, both of the teaching profession and of the educational system of the Province, should be promoted by such a co-operative enterprise. The proposed investigation will doubtless be conducted along scientific lines. Neither the inertia of the reactionary, nor the zeal of the misguided enthusiast should be permitted to prejudice this undertaking. The outlook of the investigators will, in my opinion, prove to be sanely progressive, rather than unduly radical:—

'Not clinging to some ancient saw,
Not mastered by some modern term,
Not quick nor slow to change, but firm—.'

Topics for Investigation.

The Federation Survey Committee of the British Columbia Teachers' Federation has published a list of suggested topics for investigation, and sub-committees will be appointed to undertake this work.

1. A Unit System and Promotion by Subject.
 - (a) How many subjects?
 - (b) Partial Matriculation in B.C., Ontario and Alberta.
 - (c) The present system of promotion from the Public Schools.
 - (d) Accredited High Schools.
 - (e) Opportunity Classes—some plans now used or suggested.
 - (f) Retardation—its causes and elimination.
2. The Junior High School made feasible for B.C.
What changes does the 6-3-3 plan involve?
3. The Improvement of Examinations.
 - (a) Interchange of tests between schools.
 - (b) Uniformity in examinations—how secured

- and how far advisable?
- (e) An objective test—how made?
 - (d) A standardized test—how made?
 - (e) The essay type vs. the new type examination.
 - (f) What training is necessary to be able to construct a reliable test?
 - (g) The significance of the normal curve of distribution.
4. The Curriculum and Its Content.
 - (a) Why is this subject on the curriculum?
 - (b) What should be the content of each subject?
 - (c) What subjects should be compulsory?
 - (e) What options should be offered?
 5. Teacher-Training.
 - (a) Public School.
 - (b) High School.
 - (c) The principal.
 - (d) The supervisor.
 - (e) The inspector.
 - (f) The teacher in service.
 - (g) Extra-mural work in B.C. and elsewhere.
 - (h) University Summer Sessions.
 - (i) The good points of the teacher-training systems in other countries.
 6. Efficient Supervision.
 - (a) The Public School principal.
 - (b) The High School principal.
 - (c) The Supervisor.
 - (d) The Inspector.
 7. Retardation—its causes and elimination. Conclusions to be drawn from a study of some school records.
 8. Physical Training.
 - (a) Health, Temperance, Sex, Safety.
 - (b) The cost of Physical Training.
 - (c) Cadet Corps or Boy Scouts, or neither.
 - (d) Organized play for the many rather than for the few.
 9. Libraries.
 - (a) The use of books.
 - (b) Supervised Study.
 - (c) How to study.
 10. Rural Schools and Their Improvement. Permanency in the Rural Schools—how secured and with what gain?
 11. Superannuation. The data needed upon which to base a Superannuation Act.
 12. Vocational Guidance—how given and by whom?
 13. "Modern Educational Objectives." Define.
 14. Formal Discipline and Transfer of Training.
 15. Uniformity in Textbooks—how secured and how far advisable?

A Challenge to Manitoba.

Manitoba teachers are urged to communicate with the Editor expressing their views on the desirability and possibility of conducting similar investigations in Mani-

toba. The Executive is almost overwhelmed with the labor of conducting the ordinary business matters of the organization—arranging finances, settling tenure disputes, canvassing for members, etc.—and important additional work such as this must be carried on by the general membership. British Columbia's forward step is a challenge to Manitoba. Have we a sufficient number of teachers with the "true professional spirit" to carry out such an investigation to a successful conclusion?

—W.S.

Departmental Bulletin

Issued by Provincial Department of Education

COMPOSITION—GRADE XII.

The Programme of Studies calls for an essay of not less than 500 words in Composition for Grade XII. In recent years the examination paper has required an essay of about 800 words, and this will be the number specified for examination in June, 1927.

LICENSES AND CERTIFICATES

Many certificates expire as licenses to teach on the last day of the year. Each teacher who has not obtained a certificate must without delay make sure to be in possession of a valid license for the new term. Where the certificate has expired and the holder is entitled to more teaching privileges, the matter should be taken up with the Department immediately. **In no case should any teacher open school at the beginning of the new term, unless in possession of a valid license, or written authority from the Department.**

HISTORY, SUMMER SCHOOL, 1927

Arrangements have been made for a course in History III. at the Summer School next year, providing sufficient applications are received for this work. The lectures will be given by Professor D. C. Harvey, M.A., of the University of Manitoba.

This course should be a great help to those teachers who are using Professor Harvey's syllabus. Outlines of the course are being prepared by Professor Harvey. These will be sent out from time to time to students who enroll for the course, in order that they may do the necessary reading to prepare for the lectures.

We should like to hear as soon as possible from those who intend to take this work. Communications should be addressed to the Secretary, Manitoba Summer School, Department of Education, Winnipeg, Manitoba.

Touchcraft

A Visit To The Canadian National Institute For The Blind

"I AM always happy wherever I am," stated a blind girl, as she sat sewing at a power machine in the Winnipeg Branch of the Institute for the Blind. Think of it—sightless but happy! "We can always get a laugh out of our people," said the General Manager of the Institute to his visitor from the Manitoba Teacher—and he did! A happy response and a laugh greeted us wherever we went.

"But how can these people be happy yet sightless?" was my thought. Later the answer came. "Now happiness consists in activity: such is the constitution of our nature; it is a running stream, not a stagnant pool." That is it—the Institute provides activities, and happiness is the result.

How many of us realize that sightless girls sit at sewing machines in the Women's Department of the Institute and make dresses that we would be proud to wear? Yards and yards of binding trim these garments, yet not a rough edge is visible. There are seven machines in the work room, only two with binder attachments; so in some cases the girls do the binding without the attachment. This was what the blind girl mentioned above was doing, when the visitor saw her—inserting the edge of her material into the binding, and sewing away by touch. The dresses are all beautifully made. "Fit for teachers to wear," laughingly remarked the General Manager, and the visitor heartily agreed. One beach dress in particular was a great temptation, and the visitor made a resolution—and how she wishes all her woman readers would make it, too—that at least one Touchcraft garment will be found in her wardrobe for next summer.

The broom factory is most interesting, too. On the first floor are the men who prepare the brooms for shipping. The men on this floor are not totally blind, yet have not enough sight to do work other than that provided by the Institute; but here they are working away happily. Happy they may well be, for their Touchcraft brooms are in great demand. A big order had just been filled, and their shipping room was almost empty.

In the basement we saw the broom-corn and the men who sort it and measure it. How sensitive their fingers must be, to be able to judge which strands to use and which to discard. We think eyes are necessary for measuring; but it is not so here.

On the second floor were men working at machines. Blind people operating machinery impresses one strangely! The fear that they may be injured possesses one. The General Manager was reassuring, however, for he said: "We have had no accidents—

only one or two cut fingers in six years." We watched one man for some time. He was joining the broom-corn to the broom handle. He stood before his machine, and reaching his hand back took a small bundle of corn, turned, placed it in position on the handle, used his machine to fasten it, and then back again for more corn. Each time he took exactly the same sized bundle, and placed it in exactly the right position. Over and over again he completed this operation, and never a failure. Then we went on to the man who sews the brooms. No mistakes here! No mistakes anywhere! No wonder that "Touchcraft brooms" are second to none on the market today. How wonderful is the sense of touch!

How happy the broom makers seemed! Cheerfully they answered the General Manager's salutations. Under his sympathetic direction they have time to talk to a visitor. Interesting personal things are learned. One man is the father of two bright children, one in a junior high school and the other in an elementary school in the city. One has a wife and baby who are not blind. How his face lights up at the mention of the baby! One is the "leading man" in the "Blind players"—and so on. The General Manager knows the interests of each.

Now, on to the basketry department. Oh! such beautiful baskets, lamp shades, doll carriages and furniture were under construction here. (Oh, to be a millionaire!) The most remarkable person in this department is the instructor himself—blind; but just as able to find his way about the room as you or I. He looked so efficient, too. No wonder his pupils' handiwork has distinction!

Besides the girls and men regularly employed in the Institute, there is "a large unseen army of home-workers," over one thousand in number. They are girls who have been taught to knit by teachers who go from centre to centre or from home to home; girls, who do sewing on ordinary sewing machines at home, after they have learned the art in the Institute; and men, who have learned basketry, but who now work at home also. The "unseen army" requires much follow-up work, for they must be kept supplied with materials and have their finished products brought into the salesrooms of the Institute. What a display there! Perfectly knitted nightingales, dolls' outfits, and sweaters of intricate patterns, and every imaginable shaped basket and lamp shade. The "after care" department, as it is known in the Institute, has a busy time.

That "All work and no play makes Jack a dull

boy" is well remembered by the Women's Auxiliary—public spirited women who work in connection with the Institute—and activities for the workers' leisure time are provided. A Victrola has been placed in the girls' lunch room of the Institute, and a radio with loud speaker in the men's boarding house (which place, I might say, is under the supervision of the House Committee of the Auxiliary). Then, too, the blind of the city have a Recreation Club, which meets every Monday in a down town hall. Auxiliary ladies superintend all the meetings and report that they are very pleasant events and well attended. Musical numbers, games, and dancing make up the evening's programme. The Auxiliary's last report says: "The attendance, including members and their guides, is from seventy-five to one hundred and twenty-five a night."

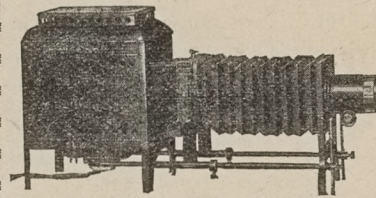
Formerly it was thought that all the blind could do, was to sit at home in idleness. Now, what a change! But how brought about? "By the government?" was my query. No, by the efforts of two highly-educated, blind returned soldiers, who gained their inspiration at St. Dunstan. On their return home, these men made such a strong appeal for an Institution for the Blind in Canada, that influential men in Toronto came to their assistance, and the Canadian National Institution for the Blind was organized.

As the organization grew, Canada was formed into four divisions with headquarters in Halifax, Toronto, Winnipeg, and Vancouver. Ours is the Central Western Division for Saskatchewan and Manitoba, and has **twelve hundred** blind within its territories. There are about **six thousand** sightless persons in all Canada,

making up the largest institute of its kind in the world.

The visitor had mingled sensations, as she left the Institute. Admiration for the happy spirits and marvellous workmanship of her blind brothers and sisters; admiration for the efficient management; but also a deep sense of responsibility—her responsibility, your responsibility, and the responsibility of all citizens—to purchase, when possible, the "Touchcraft" products. How they do need a new and up-to-date building to facilitate the magnificent work now being done! Why not visit the Central Western Division's Institute for the Blind? It will be a revelation, and you will profit by it.

—F.L.O.



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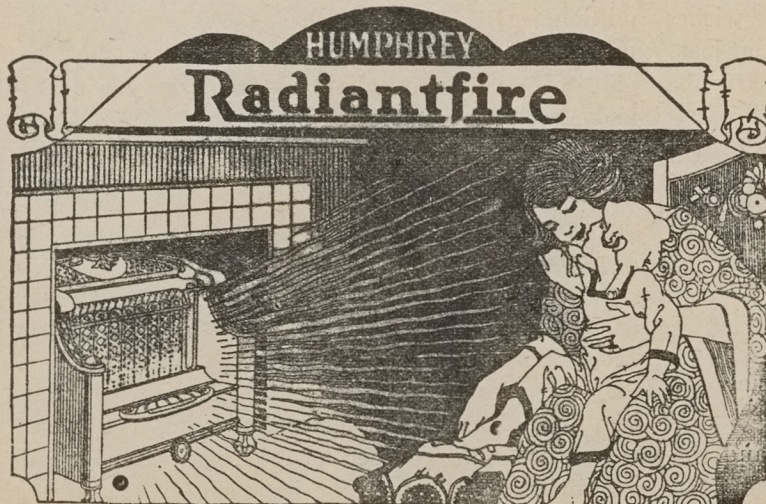
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What Are We Doing?

By R. C. LLOYD

THE careful student of life must deplore the numerous drowning fatalities that take place in our Province of Manitoba every year. One feature that is doubly regretful is the staggering and overwhelming fact that most of the victims are totally devoid of any knowledge of self-help in the water—and yet many of these irresponsible children and adults daily take ridiculous risks. It must certainly give us pause! WHAT ARE WE DOING ABOUT IT?

It is sad to think of the heavy toll on human life in our province, when we realize that it is merely the result of a lack of knowledge—a knowledge easily acquired and put into practice. A very few simple, elementary rules are sufficient for the ordinary purpose of safeguarding life in the water.

One hot day last summer, a fine, tall young fellow about nineteen years told his father that he was going with some friends to the river, to get a “cool off.” This young man was drowned in sight of his companions, who were out in a boat in the middle of the river too far off to render assistance, even had they been competent. He had apparently waded from the bank into the water, and then perhaps had slipped into deeper water, for he was seen to “throw up his hands.” Although many willing and able helpers were rushed to the spot from an adjoining club-house, they were too late. This shocking tragedy need not have taken place! It was an unnecessary loss of a useful life; and our province can ill afford such loss. WHAT ARE WE DOING ABOUT IT?

Many similar cases of boys or girls, men or women, might be cited; but we have no wish to give a catalogue of drowning fatalities. Our aim and desire is to interest teachers in the simple art of water navigation—an art easily acquired, more especially by boys and girls. We have in mind little tots under school age who have easily learned to swim well; and also, by way of contrast, we know of a grandmother who not only learned to swim, but actually gained high awards. It will be readily understood, therefore, that water navigation is accessible to all who make the effort.

In nearly every school district in Manitoba there is some body of water suitable for swimming—a river, a lake, a pond or gully; and every possible encouragement should be given the scholars to take advantage of their local “swimming hole”—even to the extent of an organized attempt to instruct the children in the simple movements. Do not forbid the youths and maidens under your charge to go into the water—they will as a rule disobey you, for water is too alluring for them to keep away—but rather make it possible for them to become proficient in the water.

For it is in these very bodies of water, which are so apt to be regarded as danger spots, that the solution

or remedy lies. Turn the “danger spot” into a place of recreation and health. It can be done by patient effort, and with wonderful results—both bodily and mentally. Regular swimming has a tendency to normalize the tissues, and naturally the whole being will respond.

It is perhaps at this juncture that someone caustically interject the remark that all this is very well in the summer time, when the water is open, but what about the long months of winter? Town and city folk have public baths, but what about the country districts?

Doubtless it must be granted that those who live in the country are considerably handicapped in this respect; but, on the other hand, it is really surprising how much of the simple method may be taught in the form of land drill during the closed winter months. Much can be accomplished in this way; and when in the early summer those pupils who have become really proficient in the land drill try out in the water—and a very small, and comparatively shallow body of water is suitable for this try-out—they, and you, will be surprised at the facility with which they adapt the movements learnt to the water conditions.

Of course, in addition to the ordinary movements of swimming, life-saving methods should be studied and practised, both on land and in water. All the world over, groups of self-sacrificing individuals devote much of their spare time to this side of watermanship; and if you, in your particular district, can by individual effort make of the so-called “danger spot,” a wonderful place of health and pleasure, then you will certainly have accomplished something worth while.

Note—A series of articles will appear, wherein will be presented hints and suggestions regarding the various simple movements necessary for the mastery of the water—and other interesting details.

URGE FIRST AID STUDY FOR NORMAL SCHOOL STUDENTS

Col. J. B. Mitchell and Dr. J. H. R. Bond, representing the St. John's Ambulance Association, appeared before the Advisory Board of the Manitoba Department of Education recently, and asked that instruction in first aid be given Normal students and that efficiency in this line be made a requirement for a certificate to teach in the province.

Information was given to the Board that this branch had been made a requirement in British Columbia, Saskatchewan, and New Brunswick. The association, members of the deputation said, were prepared to supply the instructors. The estimated cost would be two to three dollars a pupil, this figure to cover bandage material, text-books and general instruction.

A special committee was appointed to take the matter up with the principals of the Normal Schools.

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American View of British Education

The British educational process produces solid results. This is the conviction of Prof. Edward E. Ellery, dean of the faculty of Union College, Schenectady, N.Y., after a year in England, Scotland, and Ireland studying educational systems.

"There is no call," he said shortly after his arrival, "to rehearse to our college and university colleagues at home what the process is, but it is well for all of us who are responsible for educational products to consider thoughtfully the results obtained by the British system, the methods by which results are achieved, and the effects on British Government and British progress.

"As everybody knows, when the English lad goes up to the university he is mature enough in mind to give intensive and intelligent attention to a particular field of study. It is specialization without narrowness, concentration and breadth combined, possible in Great Britain because the foundations laid in the great preparatory schools of the country are sure, because study in a narrow field can be pursued in a broad way, and because the change in mental need of the students is in Great Britain accompanied by a change in institution and environment. Through the intimate personal supervision of the undergraduates, the chances for securing unmerited credit are so remote as to be impossible. Examinations given at the end of concentrated study cover the entire field of the chosen subject. The result of such training is independence and power in thinking and accuracy, a firm grip on knowledge, and permanent possession of it. It is educational solidity.

"The process which achieves the result is wholesome. The student works hard; he cannot escape hard work if he is to obtain his degree. To fail to secure the degree is held to be a social and intellectual disgrace. He works steadily, progressively, not nervously nor spasmodically. A reason for this is his wholesome attention to sports. He comes up to the university prepared for sport as well as for intellectual training of high order. He is expected to give part of his day to sport. Provision is made for sport in his daily schedule. Lectures are not given between 1 and 5 in the afternoon. There is thus no conflict, no friction between sport and study. The student is never harassed by the consciousness that when at sport he ought perhaps to be at some lecture, or that there is someone who thinks he ought to be, who is waiting to tell him so when he comes from the field. Then he is ready for his lectures that may be scheduled during the period from 5 to 7. The dinner hour at 7.30 or at 8 is not unreasonable or unwholesome. There are several good working hours after dinner is over. The programme provides for and assures a forcible attack on the severe mental tasks the university sets, a clear thought for retaining

details of a subject and for applying intelligence in the original recasting of knowledge which the rigid and exhaustive examinations require. The examinations are "intelligence tests" on an exalted plane.

"Nothing that is said here is to be interpreted as a comparison of Great Britain and the United States, either as to peoples or institutions. This is to be taken only as a statement of facts. We in the United States are ourselves, with our own characteristics, our own attitudes, our own processes, our own institutions. While we are scripturally enjoined from 'giving thanks that we are not as other people are,' we are not forbidden to recognize that there are other peoples and to give thanks for them. It is of value to know these other peoples, just as we sincerely hope it may be valuable to other peoples to know us."

Dean Ellery was also impressed by the hospitality of the Britishers, speaking of the generous cordiality and delightful courtesy of business men, scientists, scholars, and everyone with whom he came into contact.—Christian Science Monitor.

SCHOOL PREPARATION THEORY IS OUTLINED

University of Chicago Dean Advocates Twelve Years of General Education

The Bureau of Education, Department of the Interior, made public September 27th, a statement by Dr. Charles H. Judd, dean of the School of Education at the University of Chicago, giving Dr. Judd's theory of the manner in which a child should spend his years of scholastic preparation for life.

Dr. Judd's statement follows in full text:

A six-year elementary school should be organized to take care of all the fundamental training of pupils. Following this should be a second school six years in length covering what is now covered in the ordinary high schools and in the first two years of college. At the end of these twelve years the pupils' general education should be measurably completed and he should be equipped with the mathematics and languages and elementary science necessary to prepare him for specialized study.

At 18 years of age, instead of 20, he ought to be ready for the advanced professional training which must now wait until he is 22. The six-year secondary school which is thus proposed should not only train pupils in general lines; it should also select its pupils for various types of advanced work. Thus it should deliver to the professional schools a group of students especially equipped for advanced study.—The American Teacher.

Scars on The Face of Mother Earth

By JOHN BRUCE DAY, Thornhill, Man.

THE evolution of the earth from its nebulous form to its present general shape and characteristics is a subject which has been treated somewhat extensively by scientific writers of many decades. The rising of land from the ocean and the formation of continents have received elaborate exposition; so, too, have the building of mountain ranges and the tremendous effects of water upon the geological features of the best known lands.

While, however, these subjects have received attention by numerous writers, there are many comparatively small scars upon the ever-deepening complexion of Mother Earth which have received no publicity. Here, in Manitoba, these disfigurements and beauty marks are to be found caused by all of three effects: minute nature-action, man-work of pre-civilization, modern human labor. In point of time the causes mentioned are meant to be successive, and because in this new country of ours the last named has resulted in growth within the memory of most of us, this essay will concern itself with stating facts of an expository nature about the first two causes.

In the course of time a comparatively few years would take us back to the period when most of Manitoba was covered with the water of what we now refer to as Lake Agassiz. The western shores of this lake extended in an irregular line from the eastern slope of the Pembina Hills to the Riding and Duck Mountains. The northern and eastern shores cannot be located, for they melted away. It indeed sounds strange; but was it not the remaining part of the great glacier itself which formed this boundary?

When the great lake had come to these limits and tossed its water over multitudes of stones brought from the north by the ice-sheet, and had lapped the sands of the western shore, there appeared for the first time on the newly-formed beach a splendid type of humanity. These seven-foot giants were the second cause of minor geological features.

At first, the great lake drained off to the south into the Gulf of Mexico; but as the ice wall at the north melted, the level of the water was not above the central height of land, and an equilibrium was reached. The inland sea maintained its level long enough to throw up on its western shore a sandy beach, where, without doubt, the first children of the prairies built sand castles and uncovered imaginary lairs. That ridge of sand is still in evidence; so also are the signs of the inhabitants—but of them later. In course of time, as the water drained away at intervals, several beaches were formed, some larger than others; but the average

height now, after many years of exposure, is probably three or four feet. These natural highways can be seen clearly at many places in the Province of Manitoba, and a few miles west of Morden seven can be found. Without thought of the origin, our white pioneers used the ridges for wagon-roads; railways have been built on them for miles; but our stiff, checker-board survey system prohibits the use of nature's gift as public highways.

Those people who first inhabited the shores of Lake Agassiz, and those who found hunting grounds farther inland to the west, have left us signs of their presence. How fortunate that there were no obituary notices written in those days to say "last resting place"! Our irreverent scientists have plundered their burial grounds—"mounds" we call them. As the term suggests, these are knolls; and they vary in size and height from barely noticeable elevations to the gigantic heap at Pilot Mound.

Approximately twelve miles south of Melita, within an irregular area, are several mounds, which on being excavated revealed the fact, corroborated by disclosures at Arden and elsewhere, that the dead were buried in a sitting posture surrounded by personal belongings, such as spears, and arrows tipped with flint, stone hammers, axes, and beads. The presence also of earthen pottery explains the origin of the custom of some tribes of southern Indians (descendants of the mound-builders) of placing food and water in the grave for the journey to the Happy Hunting Ground.

Many things have not been explained satisfactorily; for example, the presence of a ridge one or two feet high and six feet wide joining four mounds on Sec. 10, 2, 27, W., in Manitoba. An angle of about 110° is made by perfectly straight ridges, both tipped and joined by mounds with an extra mound for the longer arm. Less than a mile northeast of Thornhill, a peculiar mound has been excavated. Fourteen skeletons of seven-foot braves with fractured skulls, arranged in a circle and surrounded by a ring of red clay not common to the vicinity, have been found. The presence of ashes and of a stone hammer probably explains the arrangement of the skeletons, as well as suggesting the cause of the similarly fractured skulls. Conjecture labels such a mound as a sacrificial one; but who knows?

Manitoba is a new country, all agree; but do not these signs show that such a hasty conclusion is erroneous? There is history behind some of our most unpretentious land-features. Every day of their lives many of the inhabitants of Manitoba see or tread underfoot precious historic manuscripts.

The International Labor Organization In Education

ALTHOUGH the International Labor Organization forms an integral part of the League of Nations, it has received scant attention until recently from newspapers, educationalists or even League propagandists. The reason for this is to be found in the character of its work, which deals quietly and steadily from day to day with the fundamentals of social relations and only occasionally is called upon to do anything spectacular.

Nevertheless, a marked change has taken place in this respect within the last year or two, and the British League of Nations Union has published special pamphlets on the Labor Office and appointed special lecturers to describe its work. One of the best of these brochures came from the gifted pen of Professor Gilbert Murray. Meanwhile in France, Belgium, Poland and the rest of Central Europe, as well as in South America, the Organization has been growing in popularity owing in part to the remarkable personality and semi-miraculous ubiquity of its Director, M. Albert Thomas, and in part to the wider knowledge of its publications and investigations.

However, it is only within the last two or three months that the "I.L.O." has been taken up in earnest by international educational groups. In August, the Sub-Committee of Experts for the Instruction of Children and Youth in the Aims and Achievements of the League of Nations made a report which for the first time placed the Labor Organization on a level of equality with the League Secretariat. The recommendations read as follows:

1. All children and young people should, before completing their formal education, receive instruction, suitable to their stage of intellectual development, in the achievements and aims of the League of Nations and, generally speaking, in the development of international co-operation.

2. This instruction should form part of the normal curriculum of schools. Special attention should be given to it in Training Colleges and questions on it should be set in the Training College examinations, as the Sub-Committee is of the opinion that no voluntary association can wholly replace the teacher in giving this instruction.

3. Instruction in the work of the League should begin in the Primary School.

4. Care should be taken, in those countries where the education of boys and girls is different, to see that this instruction is given to girls as well as boys—in view of the important part played by women in forming the character of the young.

5. In order to enable all teachers to give such instruction, the Sub-Committee considers that Govern-

ments should be requested to include the subject in their programme of studies, where such are in force, and to ensure that the relevant text-books mention it.

With this end in view, the Secretary-General of the League of Nations should be asked to consider the possibility of preparing a reference book giving an account of the work of the League of Nations.

6. The competent authorities in each country should take steps to ensure that teachers should be provided with a copy of the Covenant and the "International Charter of Labor," with short explanation and a concise bibliography.

7. The Secretary-General should be asked to examine the possibility of issuing periodical resumes concerning those aspects of the work of the League of Nations which specially interest the teaching profession, and of forwarding them regularly to the principal educational reviews and journals.

8. It is important that provision should be made for those who leave the ordinary school for special types of instruction, e.g., trade schools, continuation classes, evening classes, technical schools, technical institutes, agricultural institutes, etc. Those in charge should therefore be asked to introduce into their courses of instruction some account of the League of Nations and the International Labor Organization in the form most suitable for their pupils.

9. The exact place which this instruction will occupy in the curriculum and the time to be allotted to it are questions which should be left for the national or local authorities to decide; nevertheless it would be preferable for this instruction to be correlated with the lessons in geography, history or civics.

10. This instruction should be continued to as late a stage as possible in the general education of the pupil.

11. It would be desirable that the teacher should have at his disposal:

(a) A reference book or books giving an account of the principles and history of the League of Nations and its work;

(b) Material for visual instruction (pictorial illustrations, e.g., "images type Epinal," lantern slides, cinematograph films, etc.);

(c) Reading matter for children of various ages;

(d) Special courses of instruction for teachers who had not received the necessary instruction at the training college.

12. In this connection the educational possibilities of wireless telephony should not be forgotten.

The representative of the Labor Office on this Sub-Committee was Dr. Mack Eastman, formerly Professor of History in the University of British Columbia, Vancouver. The recommendations were endorsed by

the Council and the Assembly of the League on September 3 and 24 respectively.

The next step taken by the International Labor Office was to make arrangements with the Information Section of the League whereby the "Monthly Summary" will contain in future a brief account of the activities of the Office. This should widen the basis of appeal of the "Summary," as vast numbers of people are more interested in labor questions than in political and juridical problems.

The example of the Sub-Committee of Experts continued throughout September to prove contagious and we find resolutions of sympathy with the ideals and methods of the International Labor Organization, and pledges of wholehearted support voted by the following organizations of university people: The Bureau International d'Education (a new society of specialists in pedagogy grouped about the Jean Jacques Rousseau Institute at Geneva), the International University Federation for the League of Nations, the International Confederation of Students, (a powerful union of the national federations of the participating nations, recently joined by the Germans), in congress at Prague, the International Student Service (formerly European Student Relief) in congress at Karlovci, Yugoslavia, and the International Federation of League of Nations Unions meeting in Aberystwyth, Wales.

From all this it will be seen that the International Labor Office is coming into its own, and that it has won the confidence and sympathy not only of the Trade-Union movement throughout the world, but also of practically all progressive educationalists and friends of international co-operation. Its only enemies are reactionary capitalists and revolutionary communists. —"The Bulletin," League of Nations Society in Canada.

Promoted

Edward Montgomery Campbell

Delegates to the last two Conventions of the Canadian Teachers' Federation, and all others who had the privilege of acquaintance with E. Montgomery Campbell, B.A., Principal of Baron Byng H.S., Montreal, regret to learn of the unexpected call that came to their friend early in November.

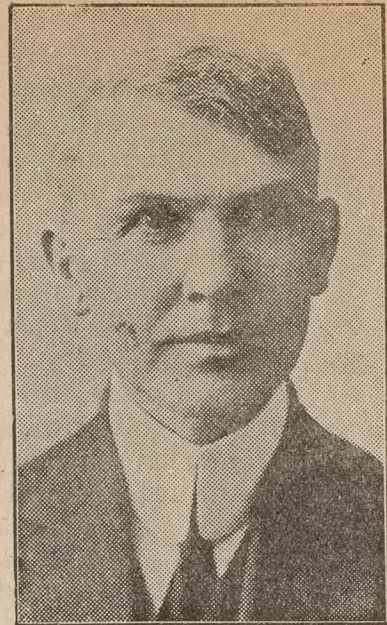
We take as our own, the words of Dr. E. I. Rexford, when he said: "Mr. Campbell's natural gifts as a leader, his efficiency in his chosen profession, and his own personal character, commanded the confidence of his colleagues and secured his appointment to important positions in the educational work of the Province."

We bow to the will of the Great Head Master.

We offer our tribute of respect to our friend who has left us.

We are the poorer but the Upper School has been enriched by another choice soul.

Professor S. Carson Lee



On Tuesday, December 21, S. Carson Lee, M.A., professor of physics at the Manitoba Agricultural College, died after a brief illness. Whilst his health had not been very good for about a fortnight previous, no serious fears were entertained. In fact, he was actively discharging his usual duties until about ten days before his death. The news of his death, consequently, came with suddenness to his friends.

Professor Lee was born near Orangeville, Ontario, and went to the high school in that town. He then went to the University of Toronto, where he completed a brilliant career by winning the Governor-General's medal in physics.

Entering the teaching profession shortly after, he taught science in Orangeville, St. John (N.B.), city of Quebec, and Portage la Prairie. For a number of years he was principal of the Collegiate at Portage and left it in 1913 to become professor of physics at the Manitoba Agricultural College.

The late Professor Lee was active in educational matters in this province. For several years he was an executive member of the Manitoba Educational Association and for a long period was on the University Council. Of late years, however, the pressure of work at the M.A.C. forced him to curtail somewhat his activities; but his judgment and help were always gladly given.

Professor Lee was a very conscientious teacher. Never did he spare himself in the discharge of his duties, and there was no limit to the work he was willing to do for students who came to him for assistance and advice. Those who knew him soon learned to trust him and will miss him very much. He was always the faithful friend, wise councillor, and inspiring teacher.

Our deepest sympathy goes out to his widow and his children in this their sore bereavement.



Canadian Teachers' Federation



Dominion Registration of Teachers

THE compilation of a Dominion Registration of Teachers has been a topic discussed at the C.T.F. conventions for several years. Introduced at the Victoria Convention, 1924, the project was assigned to Manitoba for study, with instructions to present a full report at the next convention. The committee appointed by the M.T.F. submitted a report at Toronto, 1925 (see *Manitoba Teacher*, p. 19-20, Feb., 1926), and the matter was referred to the various provincial organizations for consideration.

At the Convention last year (August, 1926), there was evident a decided variance as to the general policy of registration and a Provincial, prior to a Dominion, registration was considered by some provinces as the preferable policy. The delegates were unanimous in the opinion that the report, which gave a general outline of the scheme, should receive consideration by the general membership before definite action be taken by the Dominion organization; and the following resolution was approved by the Convention:

"That the report be referred to each provincial unit for consideration, with the request that a definite expression of the measure of support or otherwise likely to be given it by the teachers of each Province be reported at the next Convention of the Canadian Teachers' Federation."

The full report of the committee is published below, and the Provincial Executive is desirous that each Local shall make a study of the scheme prior to the Provincial Convention, Easter, 1927.

Dominion Registration of Teachers

"Following the action of the Canadian Teachers' Federation Convention of 1925 in referring the report of the Manitoba Committee to the Provincial Organizations, the Executive of the Manitoba Teachers' Federation appointed the following committee to give the question of Dominion Registration of Teachers further consideration and submit recommendation: Mr. A. E. Hearn, Mr. D. Allison, Mr. C. W. Laidlaw, Mr. G. J. Elliott.

The Executive of the Manitoba Teachers' Federation directed that the report of this committee be forwarded to the Convention of the Canadian Teachers' Federation without prejudice.

Resolutions of this Committee are as follows:

1. That the Canadian Teachers' Federation submit the following plan after due consideration and amendment to the provincial organizations for consideration by the several executives.

2. That on adoption by the provincial executives

the following procedure be directed:

(1) The Secretary of the Canadian Teachers' Federation shall compile a Register of Teachers to be known as the "Dominion Register."

(2) The Register shall be in one column, names of registered teachers being arranged alphabetically.

(3) The names, professional addresses and registry numbers shall be published annually, as shall be directed by the Annual Convention of the Canadian Teachers' Federation.

(4) There shall be kept on file in the office of the Secretary of the Canadian Teachers' Federation a record of each registered teacher showing academic standing, professional training and teaching experience and such other information as may be called for by resolution of this organization. The applicant may add to his registry at any time on payment of a nominal fee.

(5) A certificate of registration covering a period of seven years and renewable on application without charge, shall be issued to each registered teacher, and on this certificate shall appear a copy of the record kept on file in the office.

(6) Registration may be cancelled on recommendation of the Provincial Committee by the Canadian Teachers' Federation Convention but not until the teacher concerned shall have had an opportunity of preparing and presenting a defence.

(7) Each applicant for registration must present evidence of:

- (a) Professional spirit.
- (b) Academic standing.
- (c) Professional training and experience.

(8) There shall be a Committee on Registration in each province, which shall be organized as follows:

(a) For the year next following the acceptance of this plan, the Provincial Committee shall consist of all regular delegates appointed by affiliated organizations who have attended one or more of the Annual Conventions of the C.T.F., and who make formal application for registration on or before the 31st day of December in that year; the convener being named by the Provincial Executive. During this year applications shall not be entertained from more than ten per cent. of those eligible for enrollment in any province.

(b) In succeeding years the existing Committee shall conduct a postal vote during the month of November and elect a Provincial

Registration Committee of not less than three, nor more than five. The member-elect who receives the largest number of votes shall be considered convener. Only registered teachers shall be eligible to vote or to serve on the Provincial Registration Committee.

(9) Applications shall be made on a prescribed form, in duplicate, and directed to the Secretary of the Canadian Teachers' Federation.

(10) The Secretary shall, within thirty days, forward one copy of the application to the convener of the Provincial Committee and shall notify each other member.

(11) The Provincial Committee shall consider each application, ballot vote shall be taken after due investigation, more than one adverse vote shall be sufficient to reject.

(12) The Provincial Committee shall report to the Secretary of the Canadian Teachers' Federation on or before the 15th day of May.

(13) The Secretary shall present the consolidated list at the second session of the Annual Convention of the C.T.F. as a report of the Registration Committee, and this report shall be dealt with in camera.

(14) The Canadian Teachers' Federation shall have power to refer back any case to the Provincial Committee for reconsideration, but shall not have power to reject any name reported favorably by the Provincial Registration Committee.

(15) Provincial Committees shall forward by registered letter to the Secretary of the C.T.F. at least twenty days before the first session of the Annual Convention all correspondence covering investigations made during the year.

(16) This correspondence shall be confidential and on the adoption of the report it shall be the duty of the President and Secretary to see that such correspondence is destroyed.

(17) Applicants for registration shall give evidence of:

(a) Professional spirit—by naming three or more sponsors who are registered teachers and who have adequate knowledge of the character and work of the applicant.

(b) Academic standing—stating the highest certificate held, its year of issuance, and its number. (A minimum of three years' High School work or its equivalent beyond Grade VIII. being required.)

(c) Professional training and experience—by a statement covering the name of training school and length of term, and the schools in which service has been rendered, with dates.

(18) It shall be considered that the demands of Section 17, Sub-section C, have been met if the applicant gives evidence of:

- i. Possessing a permanent certificate and having had five years' subsequent teaching experience, or
- ii. One year's Normal School training or its equivalent, a permanent certificate and three years' subsequent successful teaching experience, or
- iii. Two or more years' Normal School training and one year's subsequent successful teaching experience.

(19) Each application for registration shall be accompanied by a fee of five dollars or such amount as may be determined from time to time by the Canadian Teachers' Federation or other governing body.

(20) Application fees shall be held in a separate fund by the Canadian Teachers' Federation and used to defray the legitimate expenses of the work of registration as certified by the Chairman and Secretary of the Provincial Registration Committees.

(21) This plan may be amended in the same way as the Constitution of the Canadian Teachers' Federation.

(22) On petition of a majority of registered teachers, actively engaged, for separation from the Canadian Teachers' Federation, the work of registration shall be handed over to a group designated in such petition, but such action shall not be taken unless such majority shall include at least 25% of the registered teachers in each and every province.

Submitted on behalf of the Committee.

A. E. HEARN, Chairmon.

Junior Red Cross

THE Red Cross in Canada publishes monthly an excellent magazine for the use of teachers. The articles, written in the best of English, deal with **nature-study, health** in the form of stories, plays, rhymes, etc., **geography** by stories of life of children in Canada and elsewhere. **Art** is also introduced by reproductions and descriptions of world-famed pictures.

Manitoba's distributing point of the "Canadian Red Cross Junior" is 187 Kennedy St., Winnipeg. Any teacher applying there may receive a complimentary copy of the January number.

The magazine is well-known already to those teachers who are directing Junior Red Cross branches. They receive early in each school month a complimentary copy which, according to letters and opinions expressed verbally, they find of great value in their teaching.

The magazine is also finding its way into the homes of the boys and girls who are becoming subscribers to it (50c. a year). The presence of sound supplementary reading, such as this, in the home cannot help but be a boon to the teacher by providing a **background**—so invaluable in education.

Looking Backward

Below is an exact copy of an entrance examination paper in Arithmetic for the Province of Ontario, dated 1880. We are indebted to Mr. T. J. Wilson, Mather, Man., for this interesting item. Many of our teachers might like to try this paper out on their pupils—or their pupils on the paper!

June Examinations, 1880, Admission to High Schools

- Values Time, Two Hours
- 10 1. Multiply one hundred and seventy-four millions five hundred and fifty thousand six hundred and thirteen by six hundred thousand and four hundred and seventeen. Explain why each partial product is removed one place to the left.
 - 10 2. Define measure, common measure, and greatest common measure. Find the G.C.M. of 153517 and 7389501522.
 - 10 3. Show that $\frac{2}{3} = \frac{8}{12}$
Simplify $\frac{4\frac{1}{3} \text{ of } \frac{8}{15} \text{ of } 7\frac{2}{7}}{12\frac{1}{5} - 2\frac{2}{7}} + \frac{2\frac{1}{3} + 1\frac{3}{4}}{9\frac{2}{7} - 3\frac{3}{11}} - \frac{12354}{12355}$
 - 10 4. A brick wall is to be built 90 feet long, 17 feet high, and 4 feet thick; each brick is 9 inches long, $4\frac{1}{2}$ inches wide and $2\frac{1}{2}$ inches thick. How many bricks will be required?
 - 10 5. A merchant received a case of goods invoiced as follows:
12 pieces of silk, each 48 yards, at 5s. 3d. per yard.
15 pieces of cotton, each 60 yards, at $6\frac{1}{4}$ d. per yard.
20 pieces of cotton, each 56 yards, at $4\frac{3}{4}$ d. per yard.
14 pieces of Irish linen, each 40 yards, at 1s. $3\frac{1}{2}$ d. per yard.
Supposing the shilling to be worth $24\frac{1}{2}$ cents, find the amount of the above bill of goods.
 - 10 6. Divide 76.391955 by nine hundred and twenty thousand three hundred and eighty-five ten billionths.
 - 10 7. D. D. Wilson, of Seaforth, exported last year 8,360 barrels of eggs, each containing the same number. He received an average price of 14.85 cents per dozen. Allowing the cost (including packing, etc.) to have been 13.5 cents per dozen, and the entire profit to have been \$7,900.20; find the number of eggs packed in each barrel.
 - 10 8. The dimensions of the Globe newspaper are 50 inches by 32 inches, and the daily issue is 24,000 copies. How many miles of Yonge St., which is about 70 feet wide, might be covered with ten weeks' issue?
 - 10 9. A flag staff 120 feet high was broken off by the wind, and it was found that .76 of the longer part was $2\frac{1}{5}$ of $9\frac{1}{2}$ times the shorter part. Find the length of each part.

MINNEDOSA LOCAL

A meeting of the Minnedosa Local of the Manitoba Teachers' Federation was held in the South School on Saturday, December 18th. There was an excellent attendance and helpful discussions. Inspector C. W. Hartley gave an interesting and instructive address on "Voice Culture," dealing with chest development, proper breathing, articulation, pitch and speed. Inspector Hartley referred to voice culture as affecting not only reading in the class room but speaking as well as singing.

It was decided to hold the next meeting of the Local on March 19th.

NOTICE

A list of Winnipeg members will be printed in the February issue of the Manitoba Teacher, and in the March issue a list of those outside the city. These lists will form the basis for representation at the Easter Conference.



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SENIOR DEPARTMENT



Rhetorical Analysis of a Tragedy

HISTORY AND ORIGIN

THE first mention we have of dramatic tragedy is probably about 600 B.C., when Arion in Corinth first trained a chorus to dance in a circle round the altar and to sing a dithyrambic ode specially composed for the occasion, Dionysius himself being the key subject. This chorus consisted of fifty men dressed up as satyrs and called goats, and the regular dithyrambic was called a goat song.

The conversion of the dithyrambic into a simple form of drama is attributed to Thespis, 530 B.C., a native of Icarus. He first introduced an actor, who conversed with the leader of the chorus, and who, by changing his costume, and assuming various masks, represented a series of characters. Sometime after the themes became general, and the characters were increased, and painted scenery introduced, as in the plays of Aeschylus, Sophocles, etc.

Greek tragedy consisted of five acts, divided into four choral odes, but these divisions have become modified in the works of our English writers. A tragedy has been defined as "A dramatic poem, composed in elevated style, representing a signal action, performed by some person or persons, and having a fatal termination." In this form of drama, there must be a tremendous struggle either between human will and fate, as in the Greek tragedies, or between the human will and a contending force within man, as in modern drama. The theme is usually sin and its punishment. A tragedy cannot end happily in the ordinary sense of the word, but it should end so as to satisfy the reader's sense of justice and leave him with an underlying faith in the sanity of life. The fulfilment of this last requirement is the chief source of the lasting popularity of Shakespeare's plays.

MACBETH

Macbeth is a romantic tragedy, in which is represented a conflict between two persons acting together as one protagonist and certain forces which environ, antagonize, and overwhelm.

In such a drama five essential elements are necessary: (1) Exposition or introduction; (2) rising action; (3) climax or turning point; (4) descending action; (5) catastrophe or completion.

In Macbeth the organic elements in the action do not correspond exactly to the mechanical division into acts, as we shall see.

Introduction occupies the first two scenes.

The Complicating or ascending action begins with

Macbeth's meeting with the witches and continues till the reaching of the **climax** in Scene III., Act III. (Banquo's murder).

The Descending action, which must be in close contact with the climax, begins here, and consequently the announcement made by the third murderer to the effect that Fleance has escaped is a continuance of the Banquo murder scene.

The sequence of events which makes up the Catastrophe or Completion includes the escape of Fleance, the banquet scene, the arousing of Macduff, the retreat to Dunsinane, and marks the fall of Macbeth and Lady Macbeth.

The sombre passions of the soul are painted with a brush dipped in blood and darkness. In every scene there is the horror or redness of blood. The faces of the murdered King Duncan's guards are smeared with it; it stains the spectral robes of Banquo; flows from the wounds of the pretty children of Macduff; and will "not out off" from the little hand of the sleepwalking Lady Macbeth.

Banquo and Macbeth have just returned from a successful campaign in the north. On the road they meet three weird sisters, who predict for Macbeth, kingship, and for Banquo that his issue shall be kings.

" 'Tis very late, the owl hath shrieked good night"—only the lord and lady of the castle are awake.

He alone, and waiting her signal to slay the sleeping Duncan, sees a visionary dagger in the air before him. He enters the chamber. "Hark! 'twas but the owl"—"Who's there? What ho!"—"I have done the deed; didst thou not hear a noise?" In the dead silence of the night, as day dawns, a loud knocking is heard at the south gate, and the impolite grumblings of the sleepy porter bring back the commonplace events of the day. Macbeth is crowned at Scone; but his fears stick deep in Banquo, and at a state banquet he is informed by one of his hired murderers that Banquo lies dead outside.

As he turns, he sees the ghost of that nobleman seated at the table. "Thou canst not say I did it; never shake thy gory locks at me"—"Gentlemen, rise, His Highness is not well," quickly interposes Lady Macbeth. Macbeth, deep in crime, has no resource but to go deeper yet, and becomes a bloody tyrant; but his career ends at Dunsinane Castle, where the slain king's sons, Malcolm and Macduff, and a large army meet the Scottish patriot forces. The tyrant is fortified in his

castle. The witches have told him that he shall not perish till Birnam wood shall come to Dunsinane and that no one of woman born shall have mortal power over him; but the enemy, as they approach the castle, cut branches from Birnam wood "to shadow the number of their host." This strikes terror to Macbeth's heart, yet relying on the other assurance of the witches, he rushes forth to battle. He meets the enraged Macduff, and learns from him that he was ripped untimely from his mother's womb, and so is not strictly of woman born. With the energy of despair, Macbeth attacks him but is overcome and beheaded.

ANALYSIS OF THE PLAY

The probable date of the composition of Macbeth is 1605-06. The date of Macbeth's reign lies from 1040-1060—twenty years.

Macbeth—A Tragedy

- A. **THEME.**—The demoralizing effect of an overmastering ambition.
- B. **SETTING.**—The ideal conception of Scotland in the reign of King Duncan.
- C. **OUTLINE OF THE PLOT.**

Act I.—Temptation.

- Conference of the Witches (Sc. I.).
- Downfall of the Thane of Cawdor (Sc. II.).
- Prophecy of Witches (Sc. III.).
- First step in fulfilment of prophecy (Sc. IV.).
- Lady Macbeth's resolve (Sc. V.).
- Lady Macbeth's reception of King Duncan (Sc. VI.).
- Lady Macbeth's encouragement of her husband (Sc. VII.).

Act II.—The Murder of King Duncan.

- Macbeth's plans (Sc. I.).
- Description of the murder (Sc. II.).
- Discovery of the murder and disappearance of Malcolm and Donalbain (Sc. III.).
- Public suspicion (Sc. IV.).

Act III.—Banquo's Murder.

- Macbeth's instructions to the murderers (Sc. I.).
- Haunting fears of Macbeth (Sc. II.).
- Murder of Banquo and the escape of Fleance (Sc. III.).
- Appearance of Banquo's ghost at the banquet (Sc. IV.).
- Plottings of the witches (Sc. V.).
- News from Macduff (Sc. VI.).

Act IV.—The Murder of Lady Macduff and her son.

- Lady Macbeth's doom prophesied by the witches (Sc. I.).
- Murder of Lady Macduff and her little son (Sc. II.).
- Reception of the news by Macduff and its effects (Sc. III.).

Act V.—Retribution.

- Sleepwalking of Lady Macbeth (Sc. I.).
- Plans of Macbeth's enemies (Sc. II.).
- Fears of Macbeth's friends (Sc. III.).

Appearance of Birnam Wood (Sc. IV.).

Lady Macbeth's death (Sc. V.).

Plans of the enemy (Sc. VI.).

Death of Macbeth at the hands of Macduff (Sc. VII.).

D. SPECIAL FEATURES OF THE PLOT.

1. Complicating forces.

Selfish ambition, cowardly irresolution of Macbeth.
Lady Macbeth's distorted love and ungovernable will.

Supernatural agency of witches.

Banquo's honorable and shrewd conduct.

2. Resolving forces.

Conduct of Donalbain and Malcolm.

Loyalty of King Duncan's subjects.

Macduff's wish for revenge.

3. Climax.

Disappearance of Fleance.

4. Catastrophe.

Fulfilment of the witches' prophecy.

Birnam Wood appears moving towards the castle, and Macduff of strange birth fights with Macbeth and ends the tragedy.

E. CHARACTERS.

Macbeth, governing motive, ambition for personal power; physically brave, irresolute morally, cowardly and jealous.

Lady Macbeth, governing motive, insane anxiety to please her husband; unselfish, gracious, but obstinate.

Marked steps in character degeneration of Lady Macbeth.

Duncan.

1. As a king.

2. As a guest.

The witches—Hideous, cruel and insatiable, they supply the reflection of Macbeth's evil thoughts.

—J. H. DUFFY, M.A.

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JUNIOR DEPARTMENT



Indigestion and Absorption

MISS E. G. MUMA, R.N.

(This is the third and last article dealing with the Physiology laid down for Grades VII. and VIII.)

DIGESTION is the process by which the food introduced into the body is liquefied, and its nutritive principles changed by digestive fluids into a condition in which they are capable of being absorbed into the blood. The process which food undergoes has been divided into the following stages: Prehension, mastication, insalivation, deglutition, gastric and intestinal digestion and defecation.

The Digestive Apparatus—The organs, or parts of the body, which constitute the digestive machinery are the teeth, the alimentary canal and its appendages, the liver, and pancreas.

After the foods have been finely divided by the teeth, their digestion is accomplished by means of substances known as enzymes or digestive ferments, of which there are a number of different kinds, each by its contact with the food, effecting some change in the intricate process of digestion.

The function of the teeth is to masticate or reduce the food to a finely divided condition, so that each particle of it may come in contact with the digestive fluids. The adult teeth number thirty-two. These consist of four incisors, two canines, four bicuspid, and six molars in each jaw. The ease with which gastric digestion is carried on depends largely upon the thoroughness in masticating.

Insalivation is the mixing of the food with the saliva secreted by the salivary glands of the mouth. The active element or principle of the saliva is the ferment known as ptyalin. The part performed by the saliva in digestion is the moistening and softening of all the food and the partial digestion of starches by the changing of starch into sugar. Starch is an insoluble substance and cannot be used in the body unless reduced to a liquid state. The action of the ptyalin accomplishes this change. From one to two pounds of saliva is secreted daily.

Deglutition is the act of swallowing.

Gastric Digestion—When there is no food in the stomach to be digested, the mucous membrane which lines it is covered with mucus and is pale in color. The introduction of food or any substance has the effect of stimulating the whole organ to activity. The blood vessels dilate, and more blood is sent to that part, changing the mucous membrane to a bright red color. The multitudes of small tubular glands which are embedded in the mucous membrane begin to pour their secretion into the stomach, and this secretion of gastric juice continues while the food remains in the stomach. This organ, during digestion, exerts a muscular action, which by slow, regular, wave-like contractions, keeps the food in motion. By this means it becomes thoroughly mixed with the gastric juices, and as soon as any part of the food is digested, it is carried along through the pylorus into the small intestine. The nerve supply of the stomach is of a very complex nature, and its activity is greatly influenced by nervous excitement of any kind.

The gastric fluid has for its principal action the digestion of proteid substance. Albuminoid or proteid matter cannot pass through an animal membrane until changed into a solution known as peptones. This process of peptonizing proteids is, then, the chief work of the gastric juice. As peptones, the nutritive element, proteid, passes directly into the absorptive vessels located in the walls of the stomach. The gastric fluid is acid in its reaction and rapidly coagulates milk, fine soft curds being formed. Meat is disintegrated by the acid juices. The contents of the stomach are reduced to a semi-fluid mass which has a milky appearance and an acid odor. This milky fluid is called chyme. Starchy foods and fats are not digested by the stomach. The process of changing food into chyme is termed chymification.

The following table shows the use of each of the digestive ferments or enzymes:

Name	TABLE OF DIGESTIVE FERMENTS	Function
1. Ptyalin, or salivary diastase, found in saliva.		1. Changes starch into dextrin and glucose.
2. Pepsin found in gastric juices.		2. In acid fluids changes albuminoids into peptones.
3. Curdling ferment contained in gastric juices.		3. Coagulates casein.
4. Trypsin found in pancreatic juice.		4. In alkaline solutions transforms proteids into peptones.
5. Curdling ferment found in pancreatic juice.		5. Coagulates milk casein.
6. Pancreatic diastase found in pancreatic juice.		6. Changes starch into dextrin and glucose.
7. Emulsive ferment found in pancreatic juice.		7. Emulsifies fats.
8. Bile poured into the duodenum.		8. Assists in emulsifying fats.
9. Invertin found in intestinal juice.		9. Converts cane sugar into inverted sugar.
10. Curdling ferment found in intestinal juice.		10. Coagulates casein.

Intestinal Digestion—At the conclusion of gastric digestion, the stomach contents (then called chyme) are poured into the duodenum. The character of chyme varies according to the food taken, but in general it may be said to consist of water, saliva, inorganic salts, undigested proteids and starches, cane sugar, peptones, liquefied fats, and the indigestible part of flesh foods, cereals, vegetables, etc. In the intestines the chyme becomes mingled with bile, pancreatic fluid, and the juices poured out by the various intestinal glands. Each of these has some part in finishing the work of digestion. The functions of the bile may be said to prevent decomposition, emulsify fats and stimulate peristalsis. The pancreatic fluid completes the digestion of fats, the intestinal fluids complete the digestion of proteids and sugars. While in the small intestine the nutritive products are taken up into the blood, and the undigested residue is carried by peristaltic action through the ileocecal valve into the large intestine. The ascending colon possesses some power of absorption and the liquids remaining are gradually lessened, leaving a more or less solid mass, to be expelled by the process of defecation.

Summary of the Process of Digestion—The digestion of starches is commenced in the mouth by the saliva, continued in the stomach by the swallowed saliva, and completed in the intestines by the intestinal fluids.

The digestion of proteids is commenced in the stomach by the gastric fluids and continued in the intestines by gastric fluid, which is carried with the food, the pancreatic and intestinal secretions.

The digestion of fats begins in the stomach by the fat cells being set free by gastric juices. Digestion is completed by the bile and pancreatic fluid in the intestines.

Mineral salts are dissolved by the various digestive fluids.

ABSORPTION

Absorption is defined as the process of taking up certain substances and conveying them to the blood.

Assimilation is the process which goes on in the tissues whereby they appropriate the nutritive material that is carried to them.

Metabolism is the term applied to the changes which take place in tissue cells. These changes include both the building up and breaking down of tissue.

The process of absorption is accomplished in two ways; by means of the blood capillaries and the lymph vessels or lymphatic system. The lymphatic system consists of lymphatic capillaries, vessels, glands, and two large vessels known as lymphatic trunks. The lymphatic capillaries and vessels are intimately interwoven with the blood-vessels. The lymphatic vessels of the small intestines are known as lacteals. The thoracic duct is the great general trunk of the lymphatic system. It lies just in front of the vertebral column. Into this the chyle is emptied. Its lower end

is much enlarged and forms a receptacle for the chyle. Its upper end leads into a large vein where its contents join the blood current. In general it may be said that the chief office of the lymphatics is "to collect the fluid part of the blood which exudes through the walls of the blood vessels, and substances, which through having once formed part of a tissue, are not yet waste material, but are capable of reorganization, and may, therefore, be adapted for nutrition."

CHILD'S HEALTH EDUCATION

The public school system of today is undoubtedly improving its effectiveness in educating the child to be more proficient in making a living. Manual training is available in every well-organized school and students are carefully trained to be more efficient in business or in professions.

It is deplorable that more time and effort are not spent in teaching these students the fine art of healthful living. In only a small percentage of schools is the study of physiology made compulsory, and the books on hygiene are so primary as not to be taken seriously. Pages are given over to a description of the evils of tobacco and alcohol, and almost no information is given on the important subject of food science!

It is hard to find a good reason to account for this neglect of so vital a subject for study. Even though every educator will tell you that such study is needed, nevertheless, year follows year and more subjects are added to the school curriculum, but never the subject of diet and food science. While doing everything in your power to force our educational institutions to add these studies, you should not neglect to give your children the benefit of what has been devoted to the study of the science of health.—Dr. Frank McCoy in Winnipeg Tribune.

GROWING PANES

(From Time)

In Birmingham, England, educators studied "the little window where the sun peeped in at morn"; weighed, measured and counted the red corpuscles of school children who spent a school year behind windows fitted with ordinary glass, compared them with data on children studying behind glass made specially to permit the transference of ultra-violet rays in sunlight. The ultra-violet children surpassed their common-glass fellows by three pounds, half an inch, many a corpuscle (eight per cent.). Last week the Birmingham educators decreed ultra-violet glass windows for all schools. Many a United States school has studied ultra-violet effects on health. No large United States city has yet installed special panes in all its schools.



PRIMARY DEPARTMENT



SELF-EXAMINATION

'Tis greatly wise to talk with our past hours;
To ask them what report they bore to heaven;
And how they might have borne more welcome news.

—Edward Young.

Teaching of Music in Grades I. and II.

IN order to develop most successfully a plan for teaching music to young children, it is advisable to give some thought first to their physical and mental growth. Children of the first three grades belong to what is called the Sensory Period. This is a time of rapid physical growth, when suggestion, fancy, imagination, keen observation, and imitation play a large part in the child's life. As he learns by imitation, we must give him songs which are real music, and teach him to love to sing them. Many beautiful rote songs then are chosen, which will appeal to his interest and arouse his imagination.

Do not expect all the children to sing the first day. They will want to sing soon enough, and it is our part to keep that interest sustained. They must learn to sing together. At first their voices will not sound tuneful, in fact the singing will often sound very discordant. Each day's singing, however, should lead to greater improvement, as the child learns to use his voice properly.

The **Child Voice** is a very delicate organ, hence our singing must be delicate, light, high, and flexible. If the teacher keeps her voice light and sweet, the children will imitate and do likewise. The singing should be happy, bright, and spontaneous; never harsh and boisterous. Continual "hushing," however, should be avoided, as it often leads to stifled, listless singing. Songs should be pitched high, ranging from E flat to F sharp. The teacher should refer constantly to her pitch-pipe.

A correct **Seating Position** is our next important consideration. Let the children sit well back in their seats, erect yet relaxed. "Sit tall" is a good expression for the teacher to use. Have the hands clasped on the desks to keep them out of mischief.

Breathing Exercises should be a part of every music lesson, but should be given in the form of play—blowing bubbles, playing train, smelling flowers, blowing up a bag, playing wind.

Monotones should be one of our first considerations; and our big aim should be to teach these children to sing tunefully and to love to sing.

The first thing to do is to arrange our children in three groups. Group I., the best singers, are seated in the seats at the back. Those dependent upon the good singers we call Group II., and seat them in the middle of the room. Group III. are made up of those who cannot keep a tune at all, our "so-called monotones." These children are given the very front seats.

Monotones are of four distinct types with a cure for each. (a) Those who sing out of tune, just through lack of attention. All that is necessary here is to arouse their spontaneous attention. (b) Those who hear accurately, but lack skill in reproducing the tones, i.e., those who have not learned to control

their vocal organs. Here we find red faces, rigid throats, and the like. These children need more practice in singing; imitating light sweet tones. Often too much yelling and screeching on the playground have caused this condition. They should imitate phrases with high and low notes, e.g., Calling Game, "Mary?" "Here I am." "How do you do?" "I'm very well." Whistles, too, are good, beginning low and travelling upwards, e.g., "Noon Whistle." (c) Those who lack the "Musical Ear." These children are the most difficult to deal with and need most attention. Some of these children cannot distinguish between pitch and intervals; others lack the sense of rhythm. Those lacking the tonal sense should hear single tones repeated. The Indian Game is splendid to use here. Pick out an Indian chief who calls to his braves across the water "oo-oo-oo." The others answer him as he calls. Whistles next are used and then the various Bird Calls. Chic-a-dee-dee-dee; cuckoo; cheer-up. Raising and lowering the arms, and pulling the hair gently, will give the child the feeling of the tone rising. Phrases from songs may be used and later the Calling Game. For

Little New Year

(A MEMORY GEM)

Oh! I am the little New Year, ho! ho!
Here I come tripping it over the snow,
Shaking my bells with a merry din,
So open your doors and let me in.

Blessings I bring to you, one and all,
Large folk and small folk—short and tall,
Each one from me a treasure may win,
So open your door and let me in.

For I am the little New Year, ho! ho!
Here I come tripping it over the snow,
Shaking my bells with a merry din,
So open your doors and let me in.

—Selected.



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Registration for the next extra-mural term may be made any time before April 10th. The Summer School, which forms a part of the summer extra-mural term, is held from July 6th to August 17th. Examinations are the same as for intra-mural students and are held about the first week of September.

For further information write to the Manitoba representative of the Queen's Summer School Students' Association, Mr. C. H. Hand, Snowflake, Manitoba, or to the Director of Extension Courses, Queen's University.

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those who lack rhythm, there is skipping, marching, clapping, playing and folk-dancing. (d). Those monotones who are abnormal in speech or hearing should be given medical treatment.

GRADE I.

Rote Singing is the most important work for the first grade teacher. When teaching a rote song, these things should be kept in mind:

1. Create atmosphere by telling story, asking questions, or simply singing the song.
2. Teacher sings song having children listen very carefully.
3. Teacher sings first phrase. Children imitate.
4. Teacher sings second phrase. Children imitate.
5. Teacher sings first and second phrases. Children imitate.
6. Remaining phrases taken similarly.
7. Teacher sings entire song (broken up before into phrases). Children imitate.
8. Individual work—sections, rows, and individuals.

This rote singing for pleasure and greater voice control constitutes the greater part of five months' work.

Our first new venture is introduced in February in the form of **Ear Training Work**, distinguishing between songs and phrases. We use familiar rote songs for this work.

I. Singing with "loo."

1. Children sing song with words.
2. Teacher sings song with "loo."
3. Children sing song with "loo."
4. Individual work.
 - (a) Teacher sings first phrase with "loo."
 - (b) Children sing next phrase with "loo."
 - (c) Individual rows sing phrase with "loo," as teacher points to them.
 - (d) Individual children sing phrases with "loo."
 - (e) Teacher sings some phrase, and children put words to it.
 - (f) Teacher sings some phrase of a different song. Children name song.

II. Recognition of Phrase Repetition.

1. Teacher sings first phrase and children the second.
2. Children sing phrases by rows, each row singing one phrase.
3. Individual children sing one phrase.
4. Teacher draws picture, as children sing with "loo."
5. Children pick out phrases that sound alike.

III. Application of so-fa Syllables—taught by rote as an additional verse.

Scale Songs are taught in February.

"The Leaves Come Falling Down, Falling Down."
Do-ti-la-so-fa-mi-re-do.

"Birdies are Flying in the Sky."

Do-re-mi-fa-sol-la-ti-do.

Teacher explains that these are Italian words that tell about the "doh" family.

GRADE II.

The work of this grade carries on the work taught in Grade I., with the addition of intervals and staff notation. With the ear-training work and rote-singing, we now aim for more perfect tone and quicker recognition of phrases. The work with the monotones continues, and each one should be cured by the end of the term. The children are divided into groups as before with the best singers at the back. During the first month the teacher will review Grade I. work, much of which will have been momentarily forgotten during the holidays.

Introducing the Ladder will begin the new work. Children are told the following story:

1. Father and mother "doh" have a family of six children, three boys and three girls. The girls are re, fa, and la; and the boys are mi, sol, and ti. Re and ti are very shy, and love to stay close to father and mother "doh." Mi and sol are very happy boys and laugh a lot; but fa and la are quiet—they are sometimes sad and cry a good deal.

2. Teacher draws a picture of their home on a ladder.

3. Teacher points to the syllable names, and children sing up the scale. (Italian verses learned previously.)

4. Teacher points and sings an interval.

5. Teacher points, and children sing intervals.

6. Interval drill.

This drill from the ladder and the introduction of the "doh" family is all the new work until Christmas.

Presentation of Staff Notation.

Teacher tells something more about the "doh" family.

As the weather gets colder Mr. Doh decides that a ladder is a pretty cool place. So he finds a new home. This time it is an apartment block (teacher draws staff on board) and the name of it is "Staff." (Write name above it.) There are large and small rooms; the lines being the large rooms, and the spaces the small rooms. At first Mr. Doh lives on the first line. (Draw "doh" on first line.) Now a funny thing about this family is that the boys always do exactly as their father does; therefore "mi," "so," and "ti" live on lines, too. (Draw "mi," "so," "ti.") The girls do just as mother "doh" does, and as she is living in the fourth space (draw high "doh") the girls "re," "fa," and "la" live in spaces. (Draw "re," "fa," and "la.")

By this time the whole scale is pictured.

2. Teacher may now erase the scale, drawing another in which the children put in the various syllables.

3. Children sing up and down scale and sing intervals, as they did on the ladder.

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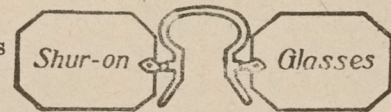
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4. Short exercises are put on the board. Individual children read them, and class sings. (Teacher always tells first note.)

5. Game—Teacher draws many short intervals on little staves on the board. She then sings one of them to "loo" (giving first note). Children guess which one she is singing.

6. Flash Card Drill—Teacher holds up an interval card and sings first note. Individual children sing the interval.

7. Longer exercises used, naming syllables and singing.

8. Children copy exercises on paper writing name of syllables underneath. This is a very important detail.)

Movable "Doh."

After two weeks' work with "doh" on first line, move him to first space, remembering that "mi," "sol" and "ti" will be on spaces also, etc. Teach the key of C last of all, as children are confused with the added line.

Teaching the Clef.

Scales have been drawn without clefs and signa-

tures until nearly the end of the term. To introduce the clef, the teacher tells the story of the G clef:

A long time ago they had only one large scale of eleven lines. This was very awkward, as the people did not know when to sing high and when to sing low. A very clever man decided that he would make two staves and do away with the middle line. The higher scale he called G. As the G touched the second line in three places, the people decided to call it G. Then the other lines and spaces had to be named. So the space below G they called F, etc. Now the space above G would be H, but as that was thought too ugly to sing, they decided to start with A again, etc.

Signatures—Teaching lines and spaces.

1. Whichever line or space the sharp or the flat is on tells the name of it.

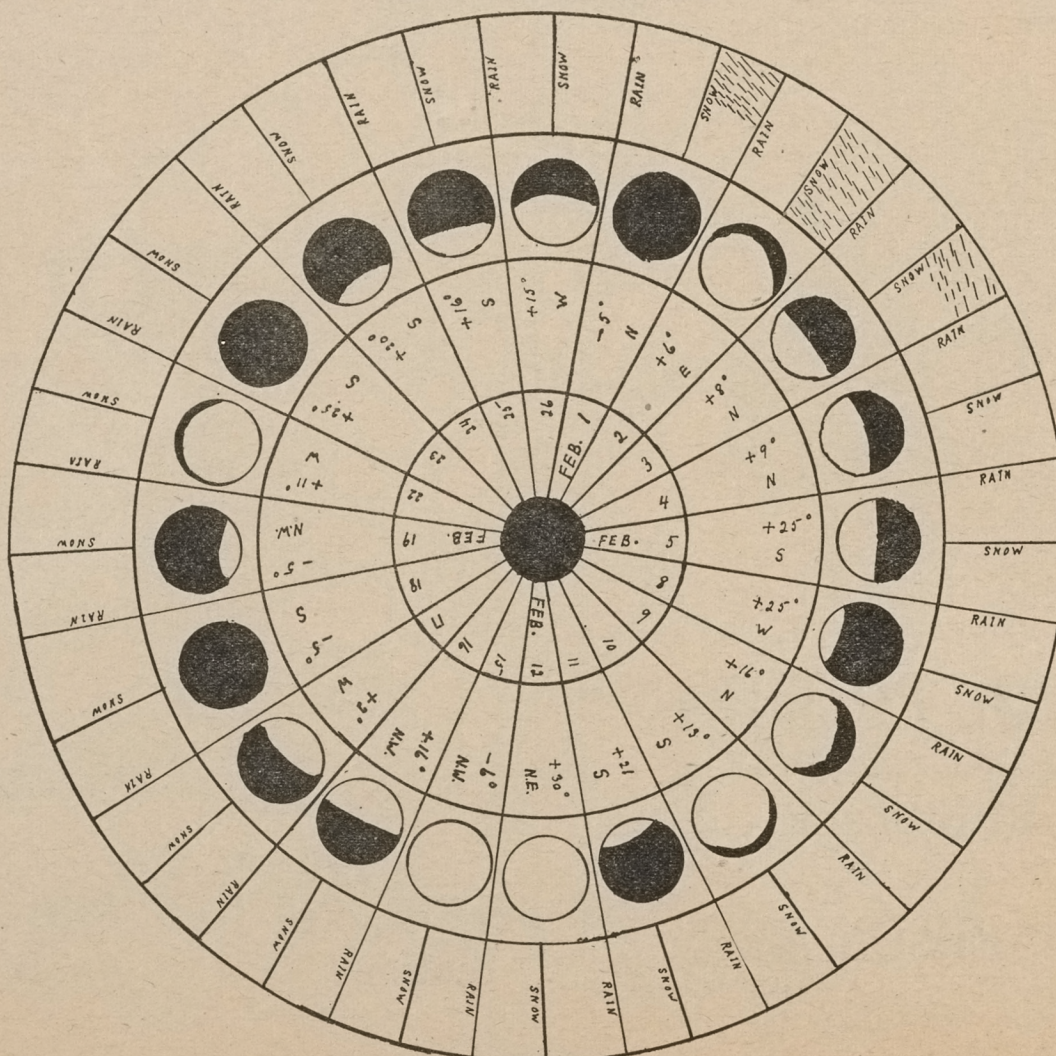
2. Drill—Children put sharps and flats in their right places.

3. Work at seat.

Children in Grade II. do not memorize names of keys and their accompanying sharps and flats.

MARJORIE ARGUE, Winnipeg.

WEATHER MAP



(FOR EXPLANATION SEE FOLLOWING PAGE)

Weather Map

The diagram illustrated on the opposite page shows our completed weather map for the month of February, 1926, school days only included. The idea for the little device which I used in my Grade III. class last term was received from an American Primary Journal.

The directions are as follows: In the small circle place date. In next, place a small circle for sun. If there is sun all day color entire circle, but if half day only, color half of circle, etc. In next space put temperature and direction of wind. The large outer space is used for rain or snow as required. Fill entire space with dash lines if rain continues all day. Fasten the map to a mounting board with a brass paper fastener.

I found the children quite enthusiastic, and those who had thermometers at home or passed them when coming to school were quite proud to be able to tell the others the reading of the thermometer. They watched for the weather report in the papers, and some of them cut out the little clippings and brought them to school.

I noticed that a boy in the class was using the cover of his exercise book to record the temperature readings; so I hectographed a small chart for each child.

E. ROY.

Hints and Devices

Note—Ideas for this column are eagerly solicited. If you have any device which helps you in your daily work, be sure it will help someone else. Why not put it in short form and forward to this department? Someone will appreciate it.

Assignments—This diagram placed on the black-board may be used not only for assignments, but as a record of the class work from day to day. It can be used effectively in Grade III., but would be even more useful in Grades IV., V. and VI.

ASSIGNMENTS

Subject	Page	Drill or Exercise
READING	246	
SPELLING	69	88 & 89
PENMANSHIP		62
ARITHMETIC	92	
GEOGRAPHY		
HISTORY	44-46	
MUSIC	14	3 & 4

—L.K.

Banking (Sight Word Game)

When the children were beginning to recognize words, I found this device very helpful:

1. Have a box with a slit in the top for the bank.
2. The children cut known words out of old books and papers at home and bring them to school.
3. The child says the word and then puts it in the bank.
4. If the child forgets the word, he puts it in the basket.
5. A list is kept with the names of the children and the number of words brought each day.
6. At the end of the month, the child who has the most money in the bank receives a prize.

—N.M.

Finished Production in Busy Work

Children in primary grades are not expected to spend a long period of time on any one subject; neither are they expected to give all their time to the so-called solid subjects. Therefore, they need something to do when they are through with their books, for they become restless with inactivity. This is no doubt why, long ago, teachers hailed with delight the boxes of colored sticks and similar devices that entertain some of the little students until the teacher can again direct their activity.

Delightful as these devices may be, however, there is another more helpful kind, very easy to provide for little hands. The child, like his elders, enjoys seeing a piece of work grow to completion under his care. His delight at the opportunity to "make" a basket, book, or to reproduce a landscape on the sand table will cause any earnest teacher to endeavor to supply work that involves the joy of finished production instead of something merely to keep the little hands occupied.

The work need not be elaborate to have a constructive aim. In one primary grade each child was given a thin white cardboard folded into the shape of a book. Each was allowed to select the title for his book and to fill it with material which he selected; this gave each child the pleasure of working on a subject he enjoyed. One child interested in butterflies worked on his book enthusiastically, while another child filled his book with an interesting dog story. The teacher supervised only enough to see that the books were simple enough to be of use as supplementary reading material. When the books were finished they were hung on a cord stretched along the wall at the back of the room, and the children found they enjoyed reading each others' books. The work was somewhat crude, but it meant to the pupils difficulties overcome and was consequently precious.

This is but one simple example of how constructive work took the place of work that merely kept the children busy. Individually and collectively children achieve in similar ways.—Christian Science Monitor,



BOOK REVIEWS



Town and Farm Life on the Prairies—(1) "Plain Folks," Francis Cecil Whitehouse; **"New Furrows,"** Flos Jewell Williams.

This interesting pair of novels from The Graphic Publishers, Ottawa, should meet with a warm reception all over the Western Prairies. They are complementary to each other, the former depicting life in Gopherburg, an imaginary but quite typical town, the latter telling the story of a Belgian immigrant girl in sunny Alberta.

Mr. Whitehouse, a banker of thirty years' standing, knows the rural town intimately, as a banker should. The charm of the story comes from the sympathetic description of the commonplace—the interest aroused in the little community by the arrival of the new bank manager, the amusing accounts of a church social, a fancy dress dance, a fishing expedition—but "plot" requirements are fulfilled by the scheming of the unscrupulous politicians of the district.

Mrs. Williams has used "New Furrows" as a medium to convey her trenchant views on a great variety of topics of current interest. The failure of the Belgian family Fourchette to make good, when uprooted from their ancient soil, transported to the far west, and dumped carelessly on a homestead in Alberta, serves as a text for a scathing condemnation of the usual methods of the immigration agent. Marie Fourchette is the "white blackbird" of her family, suffering the tortures of the "misunderstood," until a friendly Englishwoman takes her under her wing.

Both novels give a delightful, zestful analysis of Western Canada, a very welcome change from the gloomy "realism" of some recent pictures of the settler's life.

"Helps in Teaching the Dictionary." G. and C. Merriam Co., Springfield, Mass.

These "Helps" are sent free on request to teachers and schools. They comprise: an excellent pamphlet on "The Value of the Dictionary in the Schoolroom," by Thomas Henry Briggs, Professor of Education, Teachers' College, Columbia University; an Outline for Dictionary Study, based on Webster's Collegiate Dictionary; a booklet, Lessons in the Use of Merriam-Webster Dictionaries; a booklet, the Use of the Dictionary, by Dr. Edward W. Stitt, District Superintendent of Schools, New York City. There is also a leaflet entitled "The Americanization of Carver," which will furnish a formidable pronunciation test for most people. A key to the test is provided. These helps give, for example, graded courses in the use of a dictionary from the sixth year to the eighth, lessons on such topics as: Pronunciation, syllabication, how to find which definition of a word is suited to a particular sentence,

synonyms, prefixes and suffixes, etc., etc., together with special suggestions and aids to teachers. The value of a dictionary needs no comment; and it is an important part of a sound education to know how to use it, and, what is of greater consequence, to acquire the habit of using it. That habit should be acquired in the schoolroom. We heartily recommend these excellent helps to our teachers.

—A.H.H.

BOOKS AND MAGAZINES FOR TEACHERS

Mr. Frank Fox, Teulon, has a number of magazines and books which he would like to pass on to teachers, particularly those teachers who have not easy access to libraries. Those interested should write to him. We have no doubt that many will be glad to take advantage of this kind offer.

Wanted—In International Mind

"In these days when events crowd one upon another with such bewildering speed there is little place for those whose vision is dimmed by individual or national egoism, or for those whose ears have been stopped by an overpowering desire for their own material gain. We find them everywhere about us, men and women whose thoughts and visions seldom reach beyond the town, county, or at the most, the country, in which they happen to live," writes F. Campbell, in *The World Today*.

"Not long ago I dined with a group of university men whose talk drifted along political lines and the needs of this war-wrecked age. There were a dozen or more, English and Americans, at the table, and it was not long before someone asked: 'what one thing, in the opinion of each man here, would most effectively help the world to regain normal conditions?'

"The question was settled without argument, the unanimous answer was: 'An international mind,' but in that mind, it was agreed, there must be something more than a desire to lay hold of facts and figures; there must be sympathy with the problems and difficulties of all nations—not in an emotional, sentimental way, but in one which will be constructive and productive.

"For some reason or other, just why it is hard to find out, there are still many well-meaning people who firmly believe that because a man has broadened his mind sufficiently to think in terms of international welfare, or even because he may be able to see the point of view of a nation other than his own, therefore he must be unpatriotic."—Public Opinion.

Twenty-First Annual Winnipeg Convention

The Winnipeg Teachers' Association, which, we may note, was founded in 1883, held its twenty-first annual convention at Kelvin Technical High School on Friday, November 26th, with about eight hundred in attendance. Morning sessions commenced at 9.15 with special sectional programmes as follows: In Grades 3-4 Mr. J. C. Pincock, Asst. Supt., gave a very carefully prepared and instructive demonstration, illustrated with charts, of methods in elementary arithmetic. Mr. J. J. Wilkinson, Principal of Sparling School, addressed Grades 5-6 on Composition. Mr. Wilkinson's helpful address led to the nomination of a committee by this section to study difficulties in teaching composition. Grades 1-2 convened in the gymnasium, where Miss M. Argue gave an enjoyable demonstration of Music, with the help of a class of little girls from Dufferin School. Mr. H. V. Fanshaw, drawing instructor at Kelvin, spoke before the Home Economics Section on "Art in Relation to 'Practical Arts'."

The outstanding features of the day's programme were three addresses to general sessions of the Association by Dr. Peter Sandiford, Professor of Psychology of the College of Education, University of Toronto. Dr. Sandiford, who came to Winnipeg for the day as the guest of the Winnipeg Teachers' Association, is recognized as one of the eminent educationists of the Dominion.

His morning address on "Recent Studies in the Psychology of Reading," which was illustrated with lantern slides, showed eye movements in reading as recorded by delicately adjusted scientific apparatus and the moving picture machine. By these studies the progress of the reader in English, foreign languages, and mathematical calculations can be noted quite definitely according to the extent and regularity of his "eye-fuls." The effect of corrective methods when applied can again be observed by images on the film.

President W. F. Loucks was in the chair at the annual business meeting held in the afternoon. Important items of the agenda were the report of the Winnipeg Teachers' Retirement Fund, presented by Mr. A. C. Campbell; report of the Mary McIntyre Memorial Library for the Blind, presented by Mr. A. E. Hearn; report of the Margaret Johnston Memorial Library, presented by Mr. A. E. Floyd, and the report of the Badminton Committee, by Mr. J. J. Wilkinson. Mary McIntyre and Margaret Johnston Libraries were founded and are supported

by the Winnipeg Teachers' Association.

A pleasing musical programme was followed by Professor Sandiford on "The Education of the Talented Child." Interesting data of intelligence tests made of the school children of California were presented, and the conclusion was drawn that the talented child is the one often neglected in our schools. Through not being forced to work to capacity, he develops lazy habits and a carelessness which later retard him. Teachers devote the main effort to spurring on the fellow who menaces examination results. Some interesting comparisons were made between the work of girls and boys at certain school ages.

At four o'clock a large number of teachers spent a social and musical hour in the gymnasium, where dainty refreshments were served. Mr. P. G. Padwick and his Kelvin Orchestra enlivened proceedings betimes with much appreciated vocal and instrumental numbers.

The closing session of the convention was held in Westminster United Church at 8 p.m. Dr. Robert Fletcher, Deputy Minister of Education, took the chair, and Rev. Dr. David Christie extended a very hearty welcome to his church building. St. John's Technical Orchestra, conducted by Mr. Terrence Burt, was present and generously contributed several selections. Dr. Sandiford, the speaker of the evening, was greeted enthusiastically by a large audience composed of both teachers and citizens, as the Teachers' Association had arranged for a popular subject and invited the public. The topic, "The Inheritance of Talent Among Canadians," was developed from a recent survey of some ten thousand students of British Columbia schools, in the making of which Dr. Sandiford assisted. The results of general intelligence tests used, were presented on charts and interesting generalizations arrived at. In brief, Chinese and Japanese children had the highest intelligence quotients, with those of Scotch, English, and Irish parentage ranking next in the order named. Further, the children of professional people as opposed to those of skilled or unskilled laborers had higher intelligence quotients.

Dr. Sandiford made a strong appeal for a Canadian immigration policy that would be selective on the basis of intelligence, health, and previous record. This can be done through intelligence tests. Morality is determined by intelligence, and health has a considerable bearing on intelligence. What Canada needs is not citizens but intelligent citizens. Assisted immigration does not make for this.

The officers of the Winnipeg Teachers' Association elected for 1926-27 are: Honorary President, Dr. Daniel McIntyre; Honorary Vice-President, Major D. M. Duncan; President, Miss A. L. Glenn; vice-President, Mr. Don S. Forsyth; Secretary-Treasurer, Mr. S. T. Newton; Executive Committee: Grades 1-2, Mrs. I. L. McCallum, Miss Nellie Scarth and Miss E. McDiarmid; Grades 3-4, Miss M. N. McGougan, Miss M. Pincock; Grades 5-6, Miss A. L. Glenn, Miss M. E. McIntyre; Grades 7-9, Mr. A. E. Hearn, Mr. R. G. Pannell; Secondary, Mr. E. H. Morgan, Mr. H. E. Snyder; Home Economics, Miss S. C. Irwin, Miss Gretta McKerchar; Manual Training, Mr. J. B. Duncan, Mr. W. F. Baskerville. —D.S.F.

A Simple, Practical Way to Learn French

"Bonjour! Henri."

("Good morning, Henry.")

"Bonjour, Georges. Déjeunons-nous ensemble?"

("Good morning, George. Shall we breakfast together?")

"Avec plaisir, mon ami."

("With pleasure, my friend.")

HOW would you like to have an educated native give you conversational practice in French? One who would speak to you as often as you would wish—fast or slow—who would never tire?

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You learn French by training the ear—by hearing it spoken. That is the easy, natural way. You acquire the correct construction as you proceed from lesson to lesson.

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News From The Field

ST. VITAL BRANCH

On Tuesday, Nov. 16th, 1926, the St. Vital Branch of the Manitoba Teacher's Federation held a social evening in Norberry School. The guests were the members of the Glenwood and the Woodlawn School Boards, and fellow teachers residing in St. Vital.

A short, but thoroughly enjoyable programme of vocal and instrumental music was given. Especially appreciated were the violin solos by Mr. E. Walker and the readings by Miss Jean Wallace.

Following the programme, a game of court whist proved highly entertaining. Then refreshments were served by the teachers of Norberry School.

The chairman of each school board thanked the hosts and hostesses for a very pleasant evening, and expressed the feeling of both teachers and trustees that this social gathering should be the first of many of a similar nature.

A lively social one-step, followed by "God Save the King," closed the evening.

BROOKLANDS LOCAL

Mr. Robert Holoway, one of our members, at present the much-appreciated teacher of Birchville School, has been appealing for used clothing and Christmas tree contributions, new or second hand, for his poverty-stricken school district. We hope that by the time you read this "every last poor kid" who attended the "breaking up" will have received a souvenir. This teacher wishes to thank those fellow members who have responded to his appeal. We trust that, by now, the right hand of power will have been stretched forth over the Birchville S.D., alleviating conditions there.

This year every permanent teacher, and one substitute teacher, working in Brooklands S.D., are members of the Federation. At a recent meeting it was decided that we should again approach our fellow teachers in near-by outlying schools with a view to their joining our Local. If you come within this description be prepared to deliver!

On Nov. 29th Mr. Marshall came to Brooklands and spoke to us regarding the work of the Federation.

Brooklands teachers rose from the meeting with a deepened conviction that \$5.00 spent on M.T.F. membership is \$5.00 well spent.

F. M. LEEMING.

ROBLIN LOCAL

A meeting of the Roblin Local of the M.T.F. was held on Saturday, Nov. 27th, at the home of Mrs. Freeland. The minutes of the last meeting were read and adopted, and arrangements for the next meeting to be held the second Saturday in January were made. A very instructive paper on the teaching of geography in Grades IV. and V. was given by Mr. Fox, and a solo was contributed by Mrs. Yeo.

The main part of the programme was a talk by Mr. E. K. Marshall, General Secretary of the M.T.F., who visited our Local on that day. He spoke to us of our connection with the Canadian and World Federations and also on some of the work of the M.T.F. at the central office.

There were fifteen regular members present and four visitors.

Lunch was served after the meeting.

LYNA A. BURKE, Sec.

DAUPHIN LOCAL

The Dauphin Local met in the McKenzie School on Saturday, December 4th, at 2.30. There was a very enthusiastic meeting.

In the absence of the President, Miss M. Hamilton, the chair was taken by Mr. H. J. Everall.

The principal business of the meeting was the consideration of the Year Book of the Canadian Teachers' Federation. This report was commented upon quite fully by Mr. Everall, who gave a general outline of the contents. The section dealing with the Dominion Registration of teachers was discussed more fully by the chairman, and the meaning and importance of the report in general stressed. He pointed out that the members of the Local should study the contents of the Year Book and that certain sections of it should receive particular attention during the next three meetings. He said that some of the reports were very important and should not be allowed to go through without very careful consideration.

The date of the next meeting was set for Saturday, January 15th, in the McKenzie School. A number of useful suggestions were offered to the committee in charge of the meeting. In addition to the usual music, there will be a discussion on the Interim Retirement Fund, by Mr. Everall, and a further con-

sideration of Dominion Registration to be led by Mr. Churchill. On this occasion the Normal School students are to be present. This is going to be a very important meeting of the Local.

Before the meeting adjourned, a resolution was passed expressing thanks and appreciation to the Executive of the Manitoba Teachers' Federation for the copies of the Year Book of the Canadian Teachers' Federation. The members all said that there was much in the report which should be studied more carefully and which would be of benefit to the individual teacher and to the cause of education in general.

GLADSTONE LOCAL

The Gladstone teachers organized a Federation Local at a meeting held on Friday, December 10th. The following were elected officers:

President, Mr. P. Cameron Langille; Secretary-Treasurer, Miss H. A. Vandecar.

The entire staff of six are members of the M.T.F., and with this as a beginning the Local is undertaking a thorough canvass of the school districts in the vicinity of Gladstone. Already a number of teachers in these districts are members, and they will make the Local a very effective one. It is proposed to hold another meeting early in the year, at which some Institute work will be done.

BOISSEVAIN LOCAL

The Boissevain Local re-organized recently with the following as officers:

President, Miss F. A. Holden; Secretary-Treasurer, Miss Ina J. Stewart.

The Local hopes to hold another meeting soon, at which an effort will be made to get other members outside the town, when some papers on educational work will be given.

PLUMAS LOCAL

The Plumas Local re-organized recently with the following officers:

President, Mr. Wm. McLaughlin; Secretary-Treasurer, Miss Annie Riddell.

The Local is arranging for regular meetings; the first is to take place at the end of January, and two of the teachers have promised to take charge of the programme, which will incorporate certain subjects of value to teachers. A thorough canvass of the district is being made.

TO LIVE

Is he dead whose glorious mind
Lifts thine on high?
To live in hearts we leave behind
Is not to die.—Campbell.



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JANUARY, 1927

OFFICIAL ANNOUNCEMENTS

IMPORTANT

The Federation Year was changed by order of the Easter Convention and now ends with March 31.

Fees for 1926-7

Capitation Tax.....\$4.00
Subscription to "The
Manitoba Teacher".....\$1.00
Total Fee.....\$5.00

NOTICE

In accordance with the notice which appeared in the December Teacher, the mailing list has been revised. A number of names have been removed because the fees have not yet been paid. The office is communicating with each one who is in arrears, and we hope that a ready response will be made. The Manitoba Teacher is much too valuable a journal for any teacher to drop, but

it is too costly for the Federation to send gratis, much as we would like to do it.

MEMBERSHIP PAYMENTS

December 31st, 1926

Winnipeg	802
Rural	667
Normal Schools	421
Total	1,890

The following places have not yet completed their organization: Arborg, Brookdale, Carman, Decker, Eriksdale, Graysville-Roseisle, Gladstone, Gilbert Plains, Gimli, Grandview, Kelwood, Kenton, Morris, McCreary, Poplarfield, Reston, Rivers, Swan Lake, and many other points at which locals might be formed.

NOTICE

Have you changed your address since the last issue of "The Manitoba Teacher" was published? If so, please notify the Federation Office at once, so that our mailing lists may be corrected.

Manitoba Teachers' Federation

LOCAL ORGANIZATIONS

Name	Secretary
Alexander-Oak Lake.....	Miss Lilian Hodges Alexander
Arden	
Argyle	Miss M. Bateman Baldur
Beausejour	Miss A. C. Campbell
Binscarth.....	O. T. Gamey, Strathclair.....
Boissevain	Miss I. J. Stewart
Brandon	Miss Edith Insley Collegiate Ins., Brandon
Brooklands	Miss F. M. Leeming
Carberry.....	Miss S. A. Sproat Macgregor.....
Carroll	Wm. Gresham
Dauphin	W. J. Henderson
Deloraine	Miss L. M. Lively
Durban-Benito	Miss E. Robertson, Benito
East Kildonan.....	Mr. Grant Watson, Prince Edward School
Elgin	Miss K. A. Hammond
Elkhorn	
Emerson	
Ethelbert	Wm. Hryhorchuk, Ethelbert
Fisher Branch.....	Miss Hames
Gladstone	Miss H. A. Vandecar
Gretna	Peter Brown
Hamiota	Miss F. Wilson
Killarney	
Lac du Bonnet.....	W. F. Billyard, Great Falls
Louise	Mr. G. G. Perry, Clearwater
Manitou	Miss A. E. Pollock La Riviere
Melita-Napinka	Miss Stella Bolton Melita
Miniota	Mr. J. L. Morrow
Minitonas	Miss M. E. McMillan
Minnedosa	Miss E. M. Harrison
Morden	Miss E. Freeborn
Neepawa	Miss E. C. Laidler
Norwood	Miss Agnes Morrison Tache School
Plumas	Miss Annie Riddell
Portage la Prairie.....	Miss Ila Tidsbury
Roblin	Miss Lina Burke
Russell-Rossburn	J. H. Doughty, Russell
Roland	Miss H. A. McDonald
Selkirk	Miss M. Anderson
Sifton-Winnipegosis.....	H. L. Stein, Sifton
Souris	Miss M. Tidsbury
Steinbach	A. P. Salemka
Stonewall	Miss J. A. Nisbet Stony Mountain
Swan River.....	Miss E. P. McDonald
St. James	Miss M. Wilson Linwood School
St. Vital	Miss Jean Hinds
Teulon	
Transcona	Miss M. E. Wright
Treherne-Wawanesa.....	R. E. Beecher Cypress River
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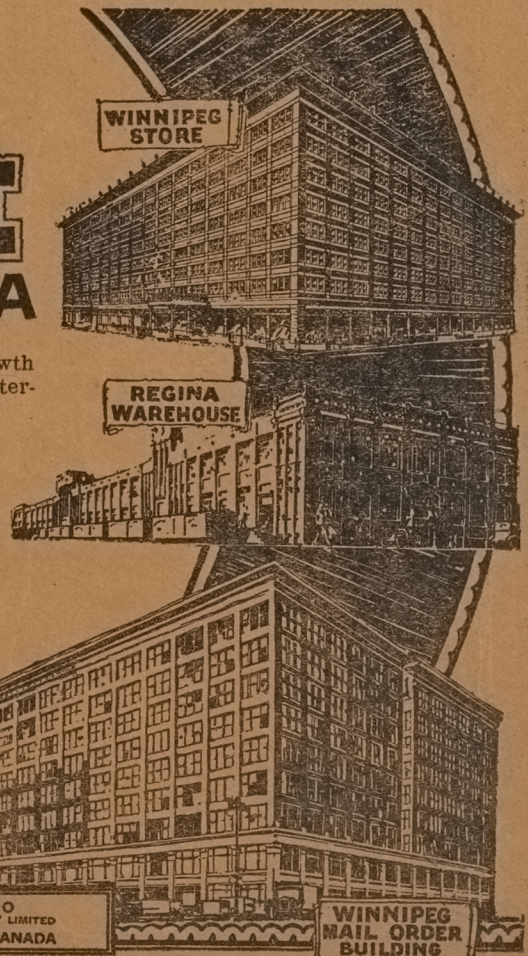
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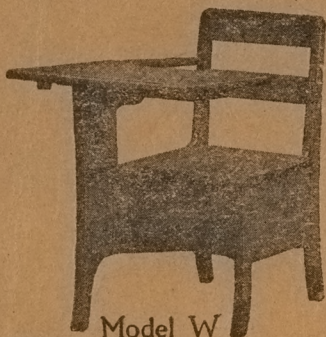
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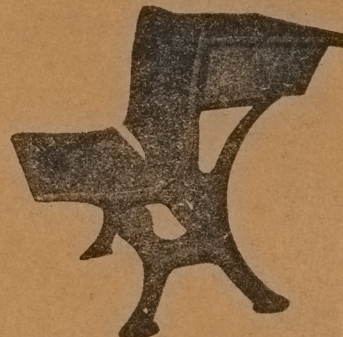
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